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ABSTRACT

This curriculum guide is intended to increase elementary students' awareness of their own and other people's perspectives, resulting in more open attitudes and flexible responses to diversity. Unique features include reflective questions for teachers, a focus on communicating content to families, and planned inclusion of students with disabilities. The curriculum is divided into four units which focus on: (1) the individual student's perspectives; (2) awareness of other people's perspectives; (3) learning to understand conflict; and (4) learning to work together. The 24 lesson plans are presented in the following format: intended grade level and time needed, learning objectives, materials, adult reflection questions, an introduction, suggested activities, closure activities, suggestions for home-school connections, suggestions for adaptations, and space for the teacher's notes. After an overview of the curriculum, the guide's sections provide explanations of the adaptation suggestions, guidelines for evaluation, and recommended ways to foster home-school connections and classroom community building. Also included are many instructional materials keyed to specific lessons and suitable for reproduction. (DB)

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Lessons for
Understanding

An Elementary School Curriculum on Perspective-Taking

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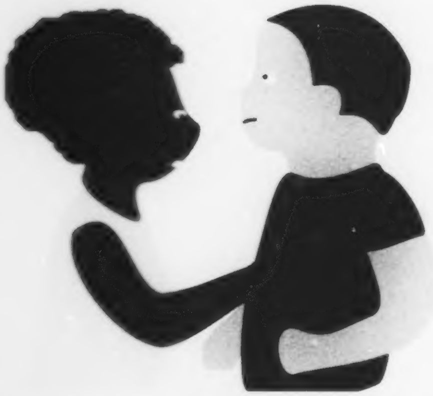
My Perspective

Other Perspectives



Understanding Conflict

Working Together

Terri Vandercook · Laura Medwetz · Jo Montie · Pam Taylor · Kurtis Scaletta

Published by the University of Minnesota Institute on Community Integration (UAP)

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& Human Development

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Lessons for Understanding

An Elementary School Curriculum on Perspective-Taking

FOR GRADES K–5

developed by

Terri Vandercook

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&

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Published by the University of Minnesota Institute on Community Integration (UAP) College of Education, University of Minnesota

Printed August 1997

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Curriculum Overview

Lessons for Understanding has been developed with two goals in mind:

- To increase students' and adults' awareness and understanding of their own perspectives and their responses to differing perspectives.
- To increase students' and adults' abilities to have open attitudes and flexible responses toward differing perspectives.

This curriculum grew out of an earlier set of lessons entitled ***Lessons for Inclusion*** (Vandercook, et al., 1993), which focused on helping children recognize their own strengths and those of their classmates, and understand the importance of including others, being a friend, and having a cooperative attitude. ***Lessons for Understanding*** grows out of an awareness that how we behave toward others is influenced by deeply embedded assumptions and beliefs that develop over time and are shaped by culture and habit (Osterman & Kottkamp, 1993). These assumptions are frequently difficult to articulate or identify at a conscious level. As a result, the task of creating inclusive school communities requires going beyond the "best practices" (information and theories that are rational, practical, or even data-based) that encourage interaction, adaptation, and understanding within classrooms and schools.

When we open the door wide to welcome in a diversity of people, we also add to the diversity of perspectives and opinion within the community. Without support and practice in understanding our own beliefs and responses to different perspectives, it is easy to believe "my way is *the* way." Societal ills such as discrimination, hatred, and violence are rooted in an inability to "step into someone else's shoes." In order to bring about the deep, lasting change that makes school communities truly inclusive it is necessary to look at those powerful assumptions and attitudes that may prevent students from appreciating and accepting differences in those around them. This is the goal of ***Lessons for Understanding***.

Unique Features

A unique feature of this curriculum is the inclusion of reflection questions for teachers or other adult facilitators to contemplate prior to presenting the lesson, as well as questions to reflect upon with the children during each lesson. It is hoped that the reflection and dialogue generated by these questions will raise awareness of our own and others' perspectives, increase our ability to value different perspectives, and, ultimately, to use this increased awareness to demonstrate the premise that "together we're better!" A multifaceted evaluation approach (see page

15) is utilized throughout the curriculum to support both teachers and students in evaluating their understanding and application of perspective-taking attitudes and behaviors.

Another unique feature is a focus on communicating the ***Lessons for Understanding*** content to families, and providing suggestions for engaging in the material as a family. These suggestions vary in complexity to match the different preferences, time availability, and skills that families have. The inclusion of this home-school connection comes from a desire to explicitly support an active partnership among families, teachers, and students, to enhance the learning of everyone.

A third unique feature is the intention for the curriculum to be used with students with and without disabilities. To support inclusion in class sessions, the lessons include active learning approaches and suggested adaptations (found within each lesson and in the Adaptation Suggestions on page 9).

Curriculum Structure

Lessons for Understanding can be used in a variety of different ways by educators in the school community. It is designed to stand on its own, to be used as a companion curriculum with ***Lessons for Inclusion***, or to be used as an introduction to a social studies unit or a unit on human relations and diversity. In piloting the curriculum, educators found that the curriculum fit well in: health curriculums, character-building initiatives, conflict resolution programs, and reading themes such as "Friends." It is also a curriculum that could easily be used by guidance counselors who work in classrooms on social and emotional development. The curriculum is divided into the following four units:

Unit A: My Perspective

Lesson 1: I Have Feelings

Lesson 2: I Have a Perspective

Lesson 3: My Understanding of the Situation

Lesson 4: What You Know Makes a Difference

Lesson 5: Challenging Our Perspectives

Lesson 6: Valuing the People in My Community

Unit B: Other Perspectives

Lesson 7: Many Perspectives

Lesson 8: Perspective Labs
Lesson 9: Step Into Someone Else's Shoes
Lesson 10: Listening is Important
Lesson 11: Active Listening
Lesson 12: Pigs and Wolves
Lesson 13: Stepping into the Hooves and Paws of Pigs and Wolves
Lesson 14: Who's My Family? Who's Your Family?
Lesson 15: What it Means to be a Family

Unit C: Understanding Conflict

Lesson 16: Good, We See it Differently
Lesson 17: Conflict: What We Already Know and Feel
Lesson 18: Conflict is a Part of Books, Movies, and Life
Lesson 19: Can We Work it Out?
Lesson 20: The Different Paths
Lesson 21: I Can Stop to Make a Choice
Lesson 22: The Wheel of Work-It-Out

Unit D: Working Together

Lesson 23: Together We're Better
Lesson 24: How You Are Makes a Difference

Learning Together

Lessons for Understanding includes valuable lessons for learners of all ages. In fact, many of the concepts provided are ones that we'll need a lifetime to practice and refine. The lessons are ones that can enrich our relationships with others in all circumstances. Awareness of personal perspectives, a deeper understanding of the perspectives of others, and applying these concepts into our everyday interactions with others is essential for creating families, neighborhoods, and communities where all people are valued. As such, some suggestions are also provided with the intention of encouraging partnership between the school and the broader community.

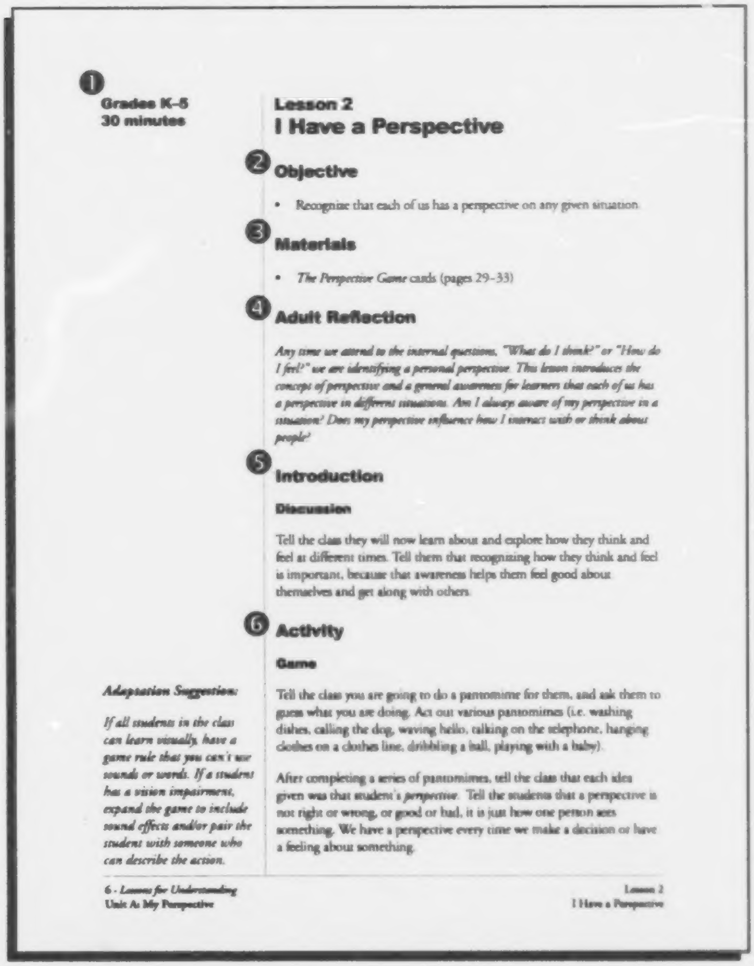
Lesson Format

1 · Grades and Time Needed

Indicates the grades the lesson is written for and the approximate time needed to complete the lesson. This makes it easy for teachers to locate appropriate lessons as they plan.

2 · Objectives

Objectives are noted at the beginning of each lesson. It is important to share the objectives with students so they know the expected outcomes of the lesson. We believe this to be an effective teaching practice and one that communicates to students the valued role they play in working to ensure that these objectives are met for each person in the classroom.



❶ **Grades K–5**
30 minutes

Lesson 2
I Have a Perspective

❷ **Objective**

- Recognize that each of us has a perspective on any given situation.

❸ **Materials**

- *The Perspective Game* cards (pages 29–33)

❹ **Adult Reflection**

Any time we attend to the internal questions, "What do I think?" or "How do I feel?" we are identifying a personal perspective. This lesson introduces the concept of perspective and a general awareness for learners that each of us has a perspective in different situations. Am I always aware of my perspective in a situation? Does my perspective influence how I interact with or think about people?

❺ **Introduction**

Discussion

Tell the class they will now learn about and explore how they think and feel at different times. Tell them that recognizing how they think and feel is important, because that awareness helps them feel good about themselves and get along with others.

❻ **Activity**

Game

Tell the class you are going to do a pantomime for them, and ask them to guess what you are doing. Act out various pantomimes (i.e. washing dishes, calling the dog, waving hello, talking on the telephone, hanging clothes on a clothes line, dribbling a ball, playing with a baby).

After completing a series of pantomimes, tell the class that each idea given was that student's *perspective*. Tell the students that a perspective is not right or wrong, or good or bad, it is just how one person sees something. We have a perspective every time we make a decision or have a feeling about something.

Adaptation Suggestion:

If all students in the class can learn visually, have a game rule that you can't use sounds or words. If a student has a vision impairment, expand the game to include sound effects and/or pair the student with someone who can describe the action.

6 · *Lessons for Understanding*
Unit A: My Perspective

Lesson 2
I Have a Perspective

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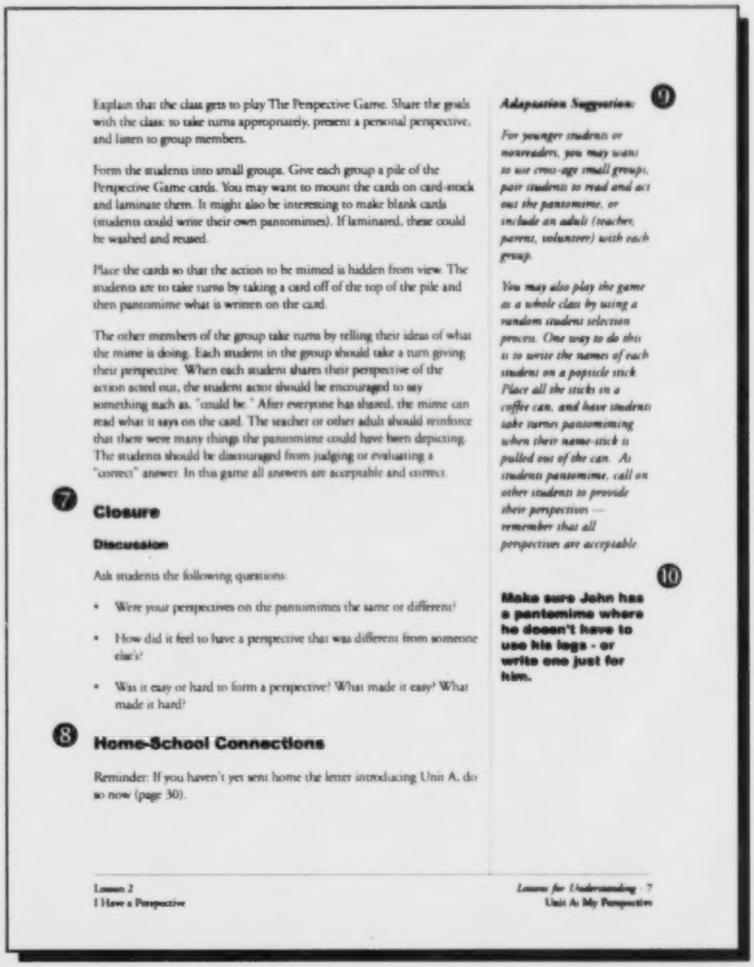
3 · Materials

The materials necessary for the lesson are listed. Handouts and overheads are provided as blackline masters ready to be copied or made into transparencies. (See Materials for School and Home section that accompany each unit.) Books, videos, and some other materials will need to be secured by the teacher. The children's books are commonly available in bookstores and many school libraries (see page 7).

4 · Adult Reflection

The adult reflections offer adults an opportunity to share in the learning process by considering how the lessons are relevant to their own lives. Whenever possible, adults are encouraged to teach and reflect *together*. It is important to share some of the adult reflection process with students, as it models learning as a lifelong practice. ***Lessons for Understanding*** are lessons for life!



Explain that the class gets to play The Perspective Game. Share the goals with the class: to take turns appropriately, present a personal perspective, and listen to group members.

Form the students into small groups. Give each group a pile of the Perspective Game cards. You may want to mount the cards on card-stock and laminate them. It might also be interesting to make blank cards (students could write their own pantomimes). If laminated, these could be washed and reused.

Place the cards so that the action to be mimed is hidden from view. The students are to take turns by taking a card off of the top of the pile and then pantomime what is written on the card.

The other members of the group take turns by telling their ideas of what the mime is doing. Each student in the group should take a turn giving their perspective. When each student shares their perspective of the action acted out, the student actor should be encouraged to say something such as, "could be." After everyone has shared, the mime can read what it says on the card. The teacher or other adult should reinforce that there were many things the pantomime could have been depicting. The students should be discouraged from judging or evaluating a "correct" answer. In this game all answers are acceptable and correct.

❼ Closure

Discussion

Ask students the following questions:

- Were your perspectives on the pantomimes the same or different?
- How did it feel to have a perspective that was different from someone else's?
- Was it easy or hard to form a perspective? What made it easy? What made it hard?

❽ Home-School Connections

Reminder: If you haven't yet sent home the letter introducing Unit A, do so now (page 30).

Adaptation Suggestion: ❾

For younger students or nonreaders, you may want to use cross-age small groups, pair students to read and act out the pantomime, or include an adult (teacher, parent, volunteer) with each group.

You may also play the game as a whole class by using a random student selection process. One way to do this is to write the names of each student on a popsicle stick. Place all the sticks in a coffee can, and have students take turns pantomiming when their name-stick is pulled out of the can. As students pantomime, call on other students to provide their perspectives — remember that all perspectives are acceptable.

❿

Make sure John has a pantomime where he doesn't have to use his legs - or write one just for him.

Lesson 2
I Have a Perspective

Lessons for Understanding · 7
Unit A: My Perspective

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5 ·Introduction

Each lesson begins with an introduction. These anticipatory sets are designed to ignite students' past learning and prepare the students to engage in the lesson activities.

6 · Activities

The activities include class games, creative exercises, group reflections, readings, and discussions. Often there are different components to a lesson—i.e., a read-aloud book, a game, and a small group exercise. The ideal is to use all of the activities, because the varying approaches provide the opportunity to capitalize on different learning styles and results in a cumulative benefit for the entire class.

7 · Closure

Closure activities may give the students an opportunity to process what they have learned and apply it to new circumstances. Wherever possible, it is advised to follow up with activities that involve students' homes and communities. Specific suggestions for these follow-up activities are provided in the Materials for School and Home sections.

8 · Home-School Connections

Most lessons refer to one or more ideas for facilitating a connection between learning at school and at home. Many lessons contain a written home-school connection, such as a parent letter or home activity. Some of these letters should be sent home a week prior to the lesson, others are sent home after a lesson has been completed at school. Please read lessons far enough in advance so that you can take advantage of the home-school connection activities. These materials are located in the Materials for School and Home sections of each unit.

9 · Adaptation Suggestions

Sometimes specific examples of adaptations are provided in the margins. The next section, entitled Adaptation Suggestions, also provides a list of many general adaptations that could be used to more effectively support student participation and learning.

10 · Teacher's Notes

The outside margin is wide enough to accommodate any specific teacher notes for facilitating a lesson. Use the space to jot down ideas for modifying lessons to meet the specific needs of your class or any other tips/reminders that would be helpful for facilitating the lesson.

Books used:

	Author	Title	K-2	3-5
Unit A	Dr. Seuss	*My Many Colored Days*	*	
	Vera B. Williams	*Something Special for Me*	*	
	Kevin Henkes	*Chester's Way*	*	
	Esther Watson	*Talking to Angels*	*	
	Bill Martin, Jr. & John Archambault	*Knots on a Counting Rope*		*
	Eve Bunting	*Fly Away Home*	*	*
	Linda J. Altman	*Amelia's Road*	*	*
Unit B	Ed Young	*Seven Blind Mice*	*	
	Judith Casely	*Harry and Willy and Carrothead*	*	*
	Eloise Greenfield	*First Pink Light*	*	
	Marge Blaine	*The Terrible Thing That Happened at Our House*		*
	Traditional	*The Three Little Pigs*	*	*
	Jon Scieszk	*The True Story of the Three Little Pigs*	*	*
	Teresa Celsi	*The Fourth Little Pig*	*	*
	Linda W. Girard	*We Adopted You, Benjamin Koo*	*	*
Unit C	Kevin Henkes	*Lilly's Purple Plastic Purse*	*	
	Leo Lionni	*It's Mine*	*	
	Rebecca C. Jones	*Matthew and Tilly*	*	*
Unit D	Lisa C. Ernst	*Sam Johnson and the Blue Ribbon Quilt*	*	*

Adaptation Suggestions

These lessons have been organized to foster ongoing learning in heterogeneous learning communities. The heterogeneity of any classroom can take on many different forms. For example there may be children of varying cultures or learning needs. Consideration of the diversity within the classroom must be taken into account in order to design instruction that is appropriate and meaningful for all of the learners. In this section, we will be focusing on students with cognitive disabilities — both mild and severe — as a way to illustrate lesson modification within the classroom. Our hope is that this example will work as a catalyst for modifications necessary for other students.

Within the lessons you will find a variety of instructional formats (e.g., large group discussion, cooperative learning groups, cross-age grouping, partner work). The varying formats have been provided as a way to support the differences in learning styles, preferences, and needs within your classroom. The variety of teaching formats is intended to support the teaching team with creative opportunities for active participation for every student.

We suggest that the teaching team preview each lesson during lesson preparation, to identify areas within the lesson that will need further consideration based on the learning needs within your classroom. Below you will find a list of general adaptations for the teaching formats presented in this curriculum. Use this list as a resource for lesson modification. Specific examples of potential adaptations are also provided in each section of the curriculum. Lastly, space has been provided within each lesson in order to keep a record of specific adaptations you design over time. Your ultimate goal is to provide a successful learning environment for every student in your classroom.

Large Group Read Aloud

Students who need support with listening to the story, attending to the story, hearing the story, or seeing the pictures in a story, should be seated close at hand. This close proximity will make it easier for you to give cues to the student in a subtle and unobtrusive matter.

Get several copies of the book and invite parents, community members or older students to read aloud to small groups.

Record the story on tape and provide headphones to students who may need sound amplification. Give a copy of the book to students who may need to hold the book very close to see the illustrations.

Large Group Discussion

Seat students who may need extra attention in close proximity.

Pair students to work on discussion questions together. This strategy provides support for students who may need additional help with formulating an answer or understanding the question provided through a large group discussion format.

Provide a partner for a student who is nonverbal. After formulating the answer the students could write their answer on paper or clipboard. The student who is nonverbal could be the reporter by displaying the paper or clipboard when called on.

Approach a student before the lesson begins and rehearse the answer to a predetermined large group discussion question. Call on the student when asking the question during the class discussion. This will give a student who is usually reluctant to participate in a large group discussion more confidence to do so.

Teach the class how to better understand a particular student's way of contributing and communicating. Also, support classmates in knowing what to do when they "get stuck" in an interaction with a classmate (i.e., What are things to say or do if you don't understand Mia?).

Large Group Sharing

Students with limited verbal communication skills may need alternative strategies for sharing their answers in class. Here are several ideas:

1. A student could participate in sharing by activating a tape player with a prerecorded response.
2. If a student uses sign language, teach some to the entire class.
3. Direct students to work in partners or small groups when completing their work and sharing their work with the class.
4. Allow students to present their work with varying methods (e.g., through demonstration, mime, or with a poster).

Some students take longer to process information. Several ideas for more effectively supporting their involvement include:

1. Provide thinking time after you pose a question, and establish the expectation that hands should not be raised until the think-time has elapsed.

2. Establish a signal with the students that will let them know when you are going to call on them. This will lessen their anxiety and help them focus more fully on the discussion.

3. Ask the students the first question in a series, versus the third.

Some students forget or misinterpret teacher directions for an assignment. Preview student's work before asking a student to share it with the class. During group sharing, you will want all answers to be acceptable. It will be much more effective to support a student with his/her work during individual work time so that the student is ready to share. This also will prevent any embarrassment for the student who is placed in a situation of reporting an incorrect answer or assignment in front of the class.

Small Group or Cooperative Group Activities

Arrange the groups in a heterogeneous manner according to skills. In this arrangement, students who are more skilled in certain areas such as reading or writing will be able to help other students in the group in those areas. Students themselves come up with very creative ideas for supporting one another. Heterogeneous grouping empowers students to develop effective strategies for working together.

Assign specific roles to group members. This will give a student who is working on a particular area the opportunity to practice. For example, a student who is in a power wheelchair who is learning to maneuver his/her wheel chair around the classroom can be the cleanup person. This assigned role will give this student practice with moving around the classroom by putting group materials away or throwing scraps in the recycling box, etc.

Assigning specific roles provides the opportunity for all team members to have a vital part in the group activity. For example, a student with cognitive challenges could be the timekeeper by using a watch already set to go off at certain intervals as a warning to the team to consider the time.

For students with more challenging disabilities, some aspects of the group activity may be too difficult (e.g., writing, drawing). In this case, identify an outcome from a different curricular area such as behavior, communication, or social skills that will make more sense for that student to work on. For example, "Susan will make eye contact with group members when responding to their initiation on three consecutive opportunities."

Individual Work - Writing or Drawing

Pair a student with limited writing skills with another student. The student with fewer writing skills can give his/her answer(s) verbally and the other student can do the writing.

If a writing task is given, a student with limited writing skills can be given the option of drawing a picture instead.

If a writing or drawing task is given, a student with limited writing and drawing skills could be given pictures to choose from. The student could choose a picture that best describes his/her answer. The pictures could be from magazines or designed by the teacher or a classmate.

Some students need more personal support in starting a task. For students who don't seem to be self-starters, check in with them after giving the large group directions. Ask if there are any questions, or you may need to simply review the steps in the task. Help the student to begin the work, then step back to observe. If they continue working, move away.

Some students seem to need a lot of assistance. Pair students in order to complete the task. If a student has a question, he/she can simply ask his/her partner.

Some students feel overwhelmed when a time limit is set on their work. In this case, a student may need the expectations for the task modified, or the choice to complete the work during another work time.

If students appear to be asking too many questions, set up an "ask three before me" policy. This means students are expected to ask three other students their question before they ask the teacher. This policy promotes interdependence among classmates.

For the student who needs support with completing all the steps to a written task, a self-checking system could be designed. The student checklist is a way for the student to monitor his/her own work and complete work with limited assistance or independently. An example checklist for completing a writing task follows:

1. Take out pencil and paper.
2. Write name on the top of the paper.
3. Review the question provided.
4. Write your answer.
5. Use at least three sentences.
6. Check spelling and punctuation.

The use of a peer editor is effective for students who need someone to look over their work before turning it in.

Adjust the expectations for a student with cognitive disabilities. For example if the writing assignment is to write a five-sentence paragraph, the student with disabilities might be assigned a one-to-three sentence writing assignment, or identifying two pictures to respond to the assignment.

Role-Plays and Pantomimes

For two-part role-plays, group students into triads. One student is the director, while the other two are the performers. The director's role is to choose the parts for those acting and to watch the performance carefully. This provides an active role for a student with limited reading skills.

Pantomiming provides a great opportunity to act for students with limited verbal communication skills.

Have students who are nonverbal or who find it difficult to perform in front of a group provide sound effects for the role-play.

Projects or Games

Adapt the game so that every student can participate. For example, allow someone else in the game to read a game card for a student with limited reading skills, or make a large die out of cardboard, so a student with physical limitations could hit to roll the die, rather than grasping and rolling a small die.

Projects provide active hands on learning for students to practice the skills presented in the lesson. Expectations for students can be adjusted so that a student can use this opportunity to work directly on IEP objectives. For example, a student working on cutting skills is assigned the job of cutting out pictures for a group poster; a student working on switch-use could utilize their switch to activate the mixer and blender in a cooking activity.

Cross-Age Grouping

Cross-age grouping provides a great opportunity for students of different ages to teach and learn with one another. For example, organize a lesson so that younger students can teach older students the main concepts. Multi-age grouping provides younger students a different format of guided practice and older students with an opportunity to develop leadership skills.

Home-School Connection Adaptations

While a broad range of ideas are presented in the home-school connection activities, be aware that for some students an individual adaptation may be necessary. Families may need ongoing support in order to participate in these activities with their child. This may include, but is not limited to, things like:

Special materials. For example, sending home a particular book so the family can reinforce the story.

Modifying the goal: For example, for some students the goal may be to practice listening rather than "active" listening. A relevant activity could be designed for the student to practice at home as well as in the classroom.

Changing the goal: For some students, their goal for being a part of the group may be different than the stated goal for the lesson. Families can be encouraged to read the home-school activity sheet and talk about the ideas with their child present. They could write one or two sentences on a card or paper for their child to share with the teacher.

It is important to remember two things:

1. Any adaptation for an individual student and family will take some time and planning. It is therefore necessary to start early enough to engage any extra people necessary to support you in assisting that student and family.
2. The ultimate goal of the home-school connection activities is to share the learning with families. A family's willingness to engage in these activities will be influenced by their perception of relevance for their child. On rare occasions when the goal for a student is modified or changed, creating a bridge for the family between the standard activity and the modification or change is essential. A few lines written by the teacher on the letter home can be very effective. Or, have a volunteer (probably a neighborhood classmate) visit the family to let them know how the child was included in the activity. For example, "Nicco helped us today by pushing the timer. He really liked the sound of the buzzer. We had trouble finishing any of the questions on time. Nicco always reminded us when we were getting close to the end."

Evaluation: What Are We Learning? How Do We Know This?

Students learn all the time. Whatever the teacher does, students are bound to learn. They learn by what is said, as well as by what is *not* said. They learn by what happens, as well as from what doesn't happen. They learn what we intend to teach them, and many times they learn things that go beyond, and improve upon, our stated goals for them. Every lesson has opportunities for spontaneous, unplanned learning.

Sometimes the spontaneous learning is delightful. Other times, it is less than wonderful. At times our teaching backfires, and students learn the opposite of what is intended. They may go away with a powerful, but damaging, lesson. For example, instead of breaking down stereotypes, we may strengthen them. Instead of building trust, relationships may break down.

So it's not a matter of "Are they learning?" They are. The important things to ask of ourselves include "What are they learning?" "How do we know they're learning this?" and "Is this an important thing to be learning?" The authors already believe that the intended outcomes of the lessons are important things to be learning (for both adults and children). We also acknowledge that there will be many positive (and perhaps some negative) outcomes that aren't planned.

The following section highlights three strategies to assist teachers in assessing what students are learning. As teachers seeking to be reflective, what are practices to help us develop more awareness and routine around ongoing examination of our teaching and student learning? This section covers three strategies that may support you in this effort (in addition to evaluation methods you already find useful):

- Learned and Affirmed: Student Self-Reflection
- Application of Learning: Teacher Observations
- Teacher Evaluation: Pulling it All Together
- Reflection Meeting: Shared Learning

Learned and Affirmed: Student Self-Reflection

One means of evaluating student learning on an ongoing basis is to conduct Learned and Affirmed class discussions at the close of lessons. For each of the first three curriculum units, take a large piece of poster paper and write the unit title as the heading (i.e., My

Perspective, Other Perspectives, and Understanding Conflict.) As each lesson is introduced, write the name of the lesson on the poster paper. At the close of a group of lessons, ask the class what they learned from those lessons. (See example of poster below.)

MY PERSPECTIVE

I Have A Perspective

My Understanding of the Situation

- **Perspectives aren't right or wrong.**
- **A perspective is what you think about something.**
- **It is important to try and get the "whole picture."**

Challenging our Perspectives

Valuing the People in My Community

- **The better you know someone, the better you'll understand them.**
- **People who are blind "see" differently.**
- **Ask people if they want help before you help them.**
- **It seems easier to help people we know.**

Lesson groupings have been suggested in the curriculum and a Teacher Evaluation sheet has been prepared for the teacher's use. These things identified by students could be new things they learned, or just things that were affirmed for them. Explain to students what is meant by "affirmed." (They learned something they already knew, but now they understand it even better.) After the class identifies and discusses a number of things that have been learned or affirmed, work with them to think of a few things to place under the lesson titles to remind them of their learning.

Learned and Affirmed sessions could be facilitated in a number of ways. You may want to use a variety of approaches across the lessons, or you may want to choose one approach and use it consistently throughout the curriculum.

- Students individually write down something they learned or that was affirmed for them on a post it note and then place it on the board.

- Students discuss their learning in pairs or small groups, followed by a whole-class sharing, or each pair/group writes down their ideas and posts them for everyone to see.

- A whole class discussion could also be used in which students share things they learned and the teacher or another student records these ideas on the board.

The evaluation for Unit D: Working Together is done in a different way. Lesson 23 provides an opportunity to review the Learned and Affirmed posters generated by the students for Units A, B, and C, and to develop a composite overview of the curriculum as a class. Lesson 24 provides the opportunity for students to be recognized for their demonstration of perspective-taking behaviors.

IMPORTANT NOTE: PLEASE REVIEW LESSON 24 PRIOR TO BEGINNING THE CURRICULUM. BEGINNING WITH THE OBJECTIVES OF LESSON 24 IN MIND WILL MAKE YOU MORE ATTUNED TO RECOGNIZING AND ACKNOWLEDGING THE DEMONSTRATION OF PERSPECTIVE-TAKING ATTITUDES AND BEHAVIORS DISPLAYED BY STUDENTS THROUGHOUT THE SCHOOL YEAR.

Application of Learning: Teacher Observations

The activity of discussing things that have been learned and affirmed for students is one way to check upon basic comprehension of the concepts covered in the curriculum. However, the most positive indicator that concepts have been understood and accepted is to see the ideas put into action by students throughout their day. Please be on the lookout for such instances of generalization and acknowledge the students for their use of behaviors that increase their ability to understand others, as well as to be understood by them.

An Application of Learning form has been included for each grouping of lessons for which Learned and Affirmed is conducted with the students. This form supports teachers in capturing more descriptive, anecdotal data throughout the school year. Anecdotal observations of student application of learning can be recorded on this form or sticky notes could be placed on the form. You may want to write a student's name on each sticky note so that you have a note for each child.

Throughout the lesson grouping, try to note specific observations for students, with a goal of recording something about each child by the end of the unit. Don't forget to date the slips, and note things about context. This information will be useful in completing the Teacher Evaluation for each lesson grouping, as well as in preparation for the Blue Ribbon Awards in Lesson 24, How You Are Makes a Difference.

Teacher Evaluation: Pulling it All Together

A teacher evaluation section has been prepared and is placed at the end of each group of lessons. The lessons are purposefully grouped because they have a common focus. Lesson grouping is also intended to simplify evaluation by not conducting it after *each* lesson, nor waiting until the end of an entire unit. The Teacher Evaluation section includes 1. a step-by-step process for conducting the evaluation; 2. a list of objectives related to each lesson in the grouping; and 3. a page to utilize for teacher observations.

The evaluation process includes the use of the Learned and Affirmed: Student Self-Reflection as well as the Application of Learning: Teacher Observations data. Copies of the Teacher Evaluation, Review of Objectives, and Teacher Observation sheets are included at the end of each lesson grouping in the curriculum. Backups of each teacher evaluation section begin on the following page.

Reflection Meetings: Shared Learning

As previously noted, each lesson plan contains questions for the adults (Adult Reflection). In addition to the questions within each lesson (which can be asked prior to each lesson either individually or in groups), adults are encouraged to plan one or more Reflection Meetings during the school year. Reflection Meetings are a planned time for adults who are using the curriculum to examine and share their experiences in using the *Lessons for Understanding* curriculum with one another.

These group reflection meetings will provide an opportunity to discuss with one another what worked, what didn't, and why. The information gathered from the teacher evaluation sheets should be very useful in sharing both general and specific feedback with your colleagues who are also using the *Lessons for Understanding* curriculum.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 1–3

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

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   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

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Review of Objectives for Lessons 1–3

Objectives for Lessons 1–3

Lesson 1: I Have Feelings (K–2)

- Recognize that we all have different feelings.
- Use "I" statements to communicate feelings.

Lesson 2: I Have a Perspective (K–5)

- Recognize that each of us has a perspective on any given situation.

Lesson 3: My Understanding (K–5)

- Recognize that a perspective is based on what we know about a situation and our interpretation or understanding of the situation.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 1–3

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 4–6

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES -- SOME YES/SOME NO -- NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

Review of Objectives for Lessons 4–6

Objectives for Lessons 4–6

Lesson 4: What You Know (K–2)

- Recognize that our perspectives about a particular person is based on what we know about the person.

Lesson 5: Our Perspectives (K–5)

- Given new information about a person, use that information to form an expanded perspective.

Lesson 6: Valuing People (K–5)

- Recognize that our perspective about a person influences how we treat that person.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 4–6

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 7–11

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)
2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.
   a. Is there evidence that the students understand the objectives at an awareness level?

      YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)
3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

Review of Objectives for Lessons 7–11

Objectives for Lessons 7–11

Lesson 7: Many Perspectives (K–2)

- Recognize that there can be many differing perspectives on a given topic or situation.

Lesson 8: Perspective Labs (3–5)

- Recognize that there can be many differing perspectives on a given topic or situation.

Lesson 9: Someone Else's Shoes (K–5)

- Recognize another person's perspective in a situation or on a given topic.

Lesson 10: Listening Important (K–5)

- Recognize that listening is important.
- Identify ways to communicate the desire to be listened to and understood.

Lesson 11: Active Listening (K–5)

- Identify skills for active listening

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 7–11

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 12–15

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

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   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

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Review of Objectives for Lessons 12–15

Objectives for Lessons 12-15

Lesson 12: Pigs & Wolves (K–2)

- Recognize another person's perspective in a situation.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Lesson 13: Hooves & Paws (3–5)

- Recognize another person's perspective in a situation on a given topic.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Lesson 14: Who's My Family? (K–2)

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives on a given topic or situation.
- Identify/generate new perspectives to consider.

Lesson 15: Means to be a Family (3-5)

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives on a given topic or situation.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 12–15

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 16–18

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

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   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

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Review of Objectives for Lessons 16–18

Objectives for Lessons 16-18

Lesson 16: We See it Differently (K–5)

- Recognize that there can be many different perspectives on any given problem or conflict.
- Identify different ways to respond to problems or conflicts.

Lesson 17: We Know & Feel (3–5)

- Understand that a conflict is a disagreement or problem.
- Recognize some of the feelings and images associated with conflict.

Lesson 18: Books, Movies & Life (K–5)

- Understand that a conflict is a disagreement or problem.
- Recognize that different perspectives can sometimes create disagreements and conflict.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 16–18

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 19–22

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

Review of Objectives for Lessons 19–22

Objectives for Lessons 19–22

Lesson 19: Can We Work It Out (K–2)

- Recognize that different perspectives can create disagreement and conflict.
- Identify different ways to respond to disagreement and conflict.

Lesson 20: Different Paths (3–5)

- Recognize some of the feelings associated with conflict.
- Identify different ways to respond to problem and conflict.
- Examine different reasons for making certain choices when we are in a conflict.
- Recognize that every situation presents the opportunity to make choices in the way we respond.

Lesson 21: Stop & Make Choice (K–5)

- Recognize how feelings influence personal perspective.
- Recognize how strong emotions or thoughts inhibit our ability to solve problems.
- Recognize when it is an appropriate time to stop and make choices in a problem situation.

Lesson 22: Wheel of Work-it-Out (K–5)

- Identify ways to respond to problems and conflict
- Recognize that every situation presents the opportunity to make choices in the way we respond
- Apply various skills simultaneously in order to achieve a "work it out" response to conflict (i.e., get to win-win).

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 19–22

Home-School Connections

An increase in student achievement is found when teachers involve parents in activities (Epstein, 1991). Traditionally, parent involvement has been defined in terms of fund-raising activities and attending appropriate school functions or local parent organization activities. Joyce Epstein (1995) highlights the importance of parent involvement and documents six different types of involvement: parenting, communication, volunteering, learning at home, decision making, and collaborating within the community. This broadening of parent involvement is a result of growing awareness of the value in a partnership between school and home. Parental involvement has a direct effect on student learning. This section offers strategies and structures that may enhance connection between schools and home.

Communication

Communication is fundamental to creating effective partnership between school and home. Often parents comment on their lack of knowledge of their children's school life. While they know the general subjects being taught, they are much less certain about specific lessons, time schedules, and areas of study. ***Lessons for Understanding*** seeks to support your home-school connection efforts with several strategies.

Written Communication:

- **Introduction letter to the curriculum** (page 41). A letter to families offers an overview of the ***Lessons for Understanding*** so that families have information about the goals and expectations for the curriculum. This letter also invites them (in writing) into a partnership. This letter could be sent home right away (or revised to better reflect your community norms and then sent home).
- **Unit introduction letters** (example on page 75). In beginning each unit, you may want to send home the unit introduction letter as is, or revise it to meet your family and student context.
- **Letters home and home activities** (example on page 85). Letters informing parents about specific lessons and home activities are included for many lessons. Again, use all or some, as is or revised.

Establishing a Relationship Between Home and School:

At this point, many of the readers may be saying something like "yes, it sounds like a nice theory, but reality is light years away from theory." Agreed. The logistics of home-school connections are always challenging, even daunting, for both home and school. Student backpacks are often stuffed with announcements, information, and invitations. Some parents never see the papers. Some parents do not read English. For other families, ongoing crises or attending to basic health and safety needs take precedence over school papers. Many teachers and families are caught in a cycle of frustration around how to talk and work together. In these attempts to connect, the one person for whom all the "communicating" takes place — the child — is often left out of the loop.

So we can't assume that "communication" occurs because letters have been sent home. Communication needs to involve *three*-way interaction, with all sides (parent, child, and teacher) sending and receiving messages. We believe that the core of home-school connection centers on relationships. Regardless of how one tries to communicate (e.g., letters, phone calls, meetings), a primary goal needs to be fostering a relationship of trust and respect. How an educator begins or continues to build the relationship will vary greatly depending on your style, family and student needs and capacities, cultural and community expectations, etc. The following examples are meant to spark your creativity in this manner.

- **Three-way home-school connection notebook.** One of the pilot teachers successfully uses a three-way notebook as a way to assist with the organization of communication between home and school and to bring the student into the discussion. Each student has a spiral notebook that is used for weekly communication. The teacher begins the communication by pasting a word-processed note (detailing highlights from the week, etc.) in the notebook. The student is given time in school to also write their family about the teacher's note and talk about important and/or fun things that they have learned during the week. The parent(s) read(s) these notes and then write back to the child about what they thought was interesting, and their excitement and pride over the child's learning. Some parents may choose to draw pictures as a means of communication. The letters home and home activities included in the Materials for School and Home sections within each unit can be adapted by the teacher to begin this communication cycle.

- **Invitation for specific needs at school**. Some parents/families would like to be regular or occasional contributors in the classroom or school, but don't feel welcome or see a genuine way to be involved. Some teachers would like to have parents feel welcome, but are unsure how to orchestrate this. Most of the lesson plans and letters home offer ideas on inviting families into the classroom and school. Again, perhaps not all of the examples we create may fit your context. What might? What are some real needs and opportunities for involving families at school?

- **Planning and Teaching Together**. Many of the lessons provide opportunities to involve parents in the planning and implementation of the lessons. Although not the right match for all parents, some parents want to support instruction in the classroom. Ideas for involvement include leading a group game, facilitating a small-group discussion, or bringing materials for a particular lesson. The range of options is vast.

  Including parents in planning and implementing lessons requires more time, but the potential benefits to your school community are many. Additional creative energy, support and assistance for the lessons, and the creation of a learning community will enrich students', parents', and teachers' learning. It also provides a model of the same skills you are teaching, the inclusion and valuing of different perspectives and abilities. These suggestions are intended to encourage looking for ways to build effective partnerships between the school and community, contributing in an ongoing manner to school improvement.

The Evolution of Home-School Relationships

Current early childhood education programs lay a safe foundation for parent involvement. Many states provide Early Childhood Family Education programs. These programs provide opportunities for preschool children to learn in a preschool-type setting alongside parents. Early Childhood Family Education programs support parents by providing an opportunity to meet with other parents as well as providing specific parenting information through parenting classes or inservices. Other early childhood programs such as Head Start and Early Childhood Special Education require parent participation through formal planning to address the needs of the child and the family.

When the families involved in such programs move from early childhood to elementary school, the desire to remain in partnership in school continues. Some elementary schools are changing to meet this desire and opportunity to enhance student learning.

Slowly, that change is occurring in more and more school communities. Secondary schools are now in the initial stages of examining this same issue. What is the role of parents in educational communities? While there seems to be some consensus via popular literature and media coverage that parents maintain an important role in the education of their children, what that means continues to be questioned.

Additionally, most of us are challenged to different degrees when thinking about what an educational institution should be. Are they about the more historical concept of schools as places that educate our children? Many schools today have an expanded concept of schools as places where we (staff, parents, and students) can learn throughout our lives. Yet, how do we define learning for each member of the community?

Lastly, it is important to remember that each of us comes to the school community with different attitudes, beliefs, and experiences. These differences within the school community may appear to be a challenge. Lessons for Understanding has been developed to support learners of all ages in recognizing the value of our differences. The lessons provide a way to build skills that will strengthen our school communities and our larger communities, by creating a deeper appreciation for each other, communicating more effectively, and developing richer relationships.

Overview Letter to Families ➻

Lessons for
Understanding

Introduction to the Curriculum

Dear Parent(s) and Family:

This year our class will use lessons from a curriculum called ***Lessons for Understanding***. The lessons help children and adults to better understand the different perspectives we have about issues in our lives. As we explore our own and other perspectives, we will also learn other skills:

- **Communication:** Think about a conversation you had with your child or family member. Were you able to listen? Did you feel heard? We will practice ways to really listen to others.
- **Understanding conflict:** Conflict is a normal part of life and often occurs when people hold different perspectives. For children, conflict may occur at school, in their neighborhood, or at home. Understanding how we respond to conflict can strengthen our relationship with others.
- **Teamwork:** This curriculum is based upon a belief that "together we're better" and that there is great value in learning to understand and work together with those who have different perspectives.

As part of the school community, you, the family, are a member of this team. This curriculum tries to help the children and adults learn together. As we use these lessons, you can expect several things:

- **Letters home:** Periodically, you will receive letters with the ***Lessons for Understanding*** logo (shown above) in the upper left-hand corner. Information about what we are learning at school will be included as well as suggestions about how you might address these ideas.
- **Involvement of all children:** The classroom lessons use active learning strategies (e.g., stories, role plays) to help children of all abilities and backgrounds learn together. At times the lessons sent home may not be a good fit for every child or family. Feel free to change the activity to make it more meaningful to your child and your family.
- **Coming to school:** Periodically you may get a note that tells about a specific need that we have in the classroom (e.g., reading books, helping to teach a lesson, being interviewed). We understand that families have different preferences, amounts of time, skills, and resources available to them. You decide how much you will be involved.
- **Your ideas:** You may have other ideas on ways that you could be involved at school, or ways that the school could work with your child and family. Please speak up and share your ideas!

We hope to make some real home-school connections this year. Developing or strengthening a partnership will help your child (and perhaps other children) learn. Thanks for your support!

Sincerely,

Classroom Community Building

All classrooms have a climate that is discernible after spending just a short time in the environment. In order for the ***Lessons for Understanding*** curriculum to have the greatest impact and be most easily taught and comprehended, it will be helpful if a sense of community is intentionally established in the classroom. Many educators consider the development of a classroom community their top priority the first few weeks of school, recognizing the importance of the effort for the purposes of:

- Creating a physically and psychologically safe and valuing environment in which all students can truly experience a sense of belonging, based upon who they are (a member of the third grade), not on what they do (get the top score on the spelling test.)

- Establishing an ethic of cooperation versus competition, setting forth the expectation that each person has contributions to make to the classroom and that each person will both provide and receive help throughout the year.

- Actively involving students in exercising responsibility for effective classroom functioning, including the development of structures to support open communication and working together to solve problems that may arise.

Two structures that may be useful in establishing and maintaining a sense of community in the classroom are 1) establishing community expectations, and 2) holding class meetings. Many teachers utilize these strategies and the following ideas are not intended to replace approaches the teacher is already using to establish community, but rather, to provide some support to those teachers who have not incorporated these approaches into their establishment of a classroom community.

Establishing Community Expectations

Explain to the class that you would like to have a discussion with them about how you all might work together to learn a lot and also feel good about being a part of this class. Discussion of the following questions could be approached in a number of different ways, depending upon the ages and abilities of the members of the class. Here's one approach: Give students time to first consider each question on their own. Students could then share their ideas with a partner or in a small group. Finally, have the small groups share their ideas with the whole class, and write down the ideas on poster paper for everyone to see as they are shared. As groups share their ideas, encourage them to just add new ideas to the list, not to repeat what someone else has already said.

1. What would help you to feel comfortable and safe enough to share your ideas with the class? (e.g., no put downs of ideas, people listen when I talk, trying or taking risks is encouraged, and sometimes people say "great idea" or "thanks for sharing.")

2. How do you want to be treated by the people in this classroom? If a visitor came into our classroom and watched, what would she see us doing for each other? With each other? (e.g., respectfully, helping others, sharing things, working cooperatively, and not leaving someone out.)

3. How should we handle problems that arise? People disagreeing with one another? People who are having a hard time keeping the community expectations that we have agreed upon? (e.g., use words to talk things through, try to really understand one another's point of view, take some quiet time to think things through.)

When all of the ideas are listed, give the students time to look over the ideas. Encourage students to ask questions if they don't understand something on the list or explain why they see it differently if they disagree with an idea. When the list has been clarified or changed based upon the large group discussion, ask the students to look at the list one more time and see if they can agree that these are classroom community expectations they are willing to try and keep.

One way to be overt in knowing that each child and adult is agreeing to the list of expectations would be to individually state each expectation and to get a thumbs up, thumbs down, or so-so from each person. Any expectation receiving thumbs down or so-so should be further discussed.

When consensus is reached, the expectations might be rewritten on a poster with the heading, "Our Classroom Community Expectations" (see example on page 44). Provide time for each person to sign their name at the bottom of the poster (including the teacher(s)) to indicate understanding and support. These agreed upon classroom community expectations should be posted in a prominent place in the classroom so that they can be referred to often, both to reinforce the honoring of the expectations as well as to remind the students of those behaviors and attitudes each person has agreed to try and uphold. This would also be an important list to send home to families.

Holding Class Meetings

Teachers conduct class meetings in a large variety of ways and for a number of reasons. However, the development of a sense of community is often a by-product of the process, if not the primary rationale for the meetings. Classroom meetings may involve a time for sharing and getting to know one another better, or a time for conducting some problem-solving as a class related to social or curricular issues. Classroom meetings appear to be most successful when they are regularly scheduled and when some standard procedures are used. These might include the use of an agenda or a structured format for the meeting, and the use of a facilitation process that involves one or more people keeping the communication going in a positive, open, and productive manner. Class meetings would also be an ideal setting to periodically review classroom community expectations. See Lesson 1 (page 48) for ideas on a specific type of class meeting: Morning Meetings.

Example of Community Expectations poster

Our 1997-1998 Classroom Community Expectations

- **Listen when somebody is talking**
- **It is OK to have different opinions**
- **Help others**
- **Share things (pencils and ideas!)**
- **Use words to talk through disagreements**
- **Take a time-out if you need it**
- **Say nice things to each other, like "please," "thanks," and "what a great idea!"**

Signed:

Steven Manto
Barb Foxx
Andy Taylor
Sherée Wilson
Conzie Cain
Lee Jackson
Nancy Drew
Clair O'Dell
Carolyn Florence
Lou Bender
Alison Vandercook
Emma Jin Montie
Michael Medwetz
Jeffrey Paul
Dan Taylor
Carl Besser
Abby Dahl
Monica Duplo
Douglas Kai
Charlie Mooney
Tug Martin
Franklin Alger
Lynn Thompson
Meghan Garner
Sheeka Relan
Dimpy Mehera
Mary Bopp
John Sands
Sue Kruse
Ms. Freymiller

Unit A
My Perspective
Understanding Perspectives and Where They Come From

Contents

Lesson 1 I Have Feelings (Grades K–2)
Lesson 2 I Have a Perspective (Grades K–5)
Lesson 3 My Understanding of the Situation (Grades K–5)
Lesson 4 What You Know Makes a Difference (Grades K–2)
Lesson 5 Challenging Our Perspectives (Grades K–5)
Lesson 6 Valuing the People in My Community (Grades K–5)

Background

Unit A begins with a lesson for primary age classrooms on identifying feelings. Our thoughts, feelings and experiences commonly interact to form our perspective. An awareness of our feelings is necessary in order to have a clear understanding of a personal perspective. Lessons 2-6 examine what a perspective is from a number of different angles. It is important for each of us to be able to form our own perspectives in any given situation. Our personal perspective is based on how we interpret or understand a situation. This understanding is limited to what we know about the given situation and our experience in that area. Therefore, in order to have an informed perspective, it is necessary to seek information and different perspectives pertaining to an issue and then reflect upon both past and recent learning to identify what we now think and feel about an issue.

Our perspectives about people are also influenced by what we know about them. Unit A will also provide the opportunity for learners to examine their perspectives about people by utilizing both old and new information. This reflection is necessary to create classrooms, schools, neighborhoods, and communities where all individuals are valued.

Objectives

Each student will:

1. Recognize that he/she has different feelings.
2. Use "I statements" to communicate feelings.
3. Recognize that each of us has a perspective on any given situation.
4. Recognize that a perspective is based on what we know about a situation and our interpretation or understanding of the situation.
5. Recognize that our perspective about a particular person is based on what we know about the person.
6. Given new information about a person, use that information to form an expanded perspective.
7. Recognize that our perspective about a person influences how we treat that person.

Home-School Connections

The home activities provided in Unit A focus on supporting family members (primarily adults) with a better understanding of their perspectives and how their perspectives may change based on their existing knowledge or experience. Sharing this learning at home is important in order for students to deepen their understanding of how their perspective can influence the interactions and relationships that they have in school as well as in their families, neighborhoods, and community. A unit introduction letter establishes the outcomes of Unit A and tells parents how they may participate in the learning both at school and home (page 75).

Lesson 1
I Have Feelings

Grades K–2
40 minutes

Objectives

- Recognize that we all have different feelings.
- Use "I" statements to communicate feelings.

Materials

- *My Many Colored Days* by Dr. Seuss
- Feeling Chart (page 76)

Adult Reflection

Am I aware of my feelings? Do my feelings influence my thoughts and my behavior? Am I aware of how the people around me feel? Do their feelings influence our interactions?

Introduction

Tell the class that today you are going to talk about feelings. Explain that we all have feelings, and that it is important to recognize how we feel and how those around us feel.

Activities

Read Aloud

Tell the class you are going to read a book that describes how differently people can feel on different days. Dr. Seuss uses colors to help explain different feelings. Tell the class to listen carefully while you read, so they can tell the class about their feelings later.

Read the book *My Many Colored Days* by Dr. Seuss.

Discussion

List different feelings on the board: happy, sad, lonely, calm, excited, and angry (choose words that make sense for the vocabulary ability of your class). Build a discussion around the following:

Reminder

If you haven't yet sent home the letter introducing Unit A, do so now (page 75).

- Look at this list of different feelings. Tell us how Dr. Seuss described one of those feelings listed on the board in the book.

- Dr. Seuss talked about a "mixed-up day." Give an example of a mixed-up day. Perhaps a day when you were left out of something and you were sad and confused. Talk about the mixed up feelings and thoughts you had about the situation. For example: Everyone thinks I'm dumb, I'm really not good enough, etc. Ask students to share mixed-up experiences they have had, how they were feeling, what they were thinking.

Feeling Chart

Using the Feeling Chart (page 76), chart how individual students were feeling on the first day of school by coloring the corresponding space for the feeling they expressed. Provide an example of how to share feelings by using "I statements." Example: "On the first day of school, I was feeling scared."

Adaptation Suggestion:

Students with limited motor skills can place colored stickers in the appropriate boxes

If some students had several feelings that first day, ask them to choose the strongest feeling.

The feeling chart could be used for other experiences as well. For example, the class could chart their feelings *before* a certain class activity, and then *afterwards*. This would facilitate a discussion around the changing nature of feelings. (We can feel both _____ and _____ about something.)

Morning Meeting

A morning meeting is the first activity each day in the classroom. Use the meeting as an opportunity for the members of the classroom community (adults and students) to identify their feelings and understand one another's feelings.

Have students and adults sit so eye contact is ensured.

Establish meeting norms as a group by discussing and identifying together the purpose of the morning meeting and the expectations for group members. For example, one person talks at a time. When someone is talking, everyone else is listening. You may want to use a "talking stick." A talking stick can be any object that is passed from child to child to indicate whose turn it is to talk. Students are not required to share at every meeting.

Encourage students to share how they feel by using "I" statements and validate their feelings by repeating what they said about their feelings. For example, "It sounds like you are feeling very sad today."

Closure

Discussion

Ask the students the following questions:

- Why is it important to recognize how you feel?
- Did you know that other students were feeling differently on the first day of school? When is it important to know how other people are feeling?
- Do you think new situations (i.e., the first day of school) influence how you are feeling? What else influences how you feel? Explain your answers.
- Do you think people influence how you are feeling? Explain your answers.

Grades K–5
30 minutes

Lesson 2

I Have a Perspective

Reminder

If you haven't yet sent home the letter introducing Unit A, do so now (page 75).

Objective

- Recognize that each of us has a perspective on any given situation.

Materials

- The Perspective Game cards (page 77 copied as back for all cards, pages 78–81)

Adult Reflection

Any time we attend to the internal questions, "What do I think?" or "How do I feel?" we are identifying a personal perspective. This lesson introduces the concept of perspective and a general awareness for learners that each of us has a perspective in different situations. Am I always aware of my perspective in a situation? Does my perspective influence how I interact with or think about people?

Introduction

Tell the class they will now learn about and explore how they think and feel at different times. Tell them that recognizing how they think and feel is important, because that awareness helps them feel good about themselves and get along with others.

Activity

Game

Tell the class you are going to do a pantomime for them, and ask them to guess what you are doing. Act out various pantomimes (i.e. washing dishes, calling the dog, waving hello, talking on the telephone, hanging clothes on a clothes line, dribbling a ball, playing with a baby).

After completing a series of pantomimes, tell the class that each idea given was that student's "perspective." Tell the students that a perspective is not right or wrong, or good or bad, it is just how one person sees something. We have a perspective every time we make a decision or have a feeling about something.

Adaptation Suggestion:

If all students in the class can learn visually, have a game rule that you can't use sounds or words. If a student has a vision impairment, expand the game to include sound effects and/or pair the student with someone who can describe the action.

Explain that the class gets to play The Perspective Game. Share the goals with the class: to take turns appropriately, present a personal perspective, and listen to group members.

Form the students into small groups. Give each group a pile of the Perspective Game cards (pages 77–81). You may want to mount the cards on card-stock and laminate them. It might also be interesting to make blank cards (students could create their own pantomimes). If laminated, these could be washed and reused.

Place the cards so that the action to be mimed is hidden from view. The students are to take turns by taking a card off of the top of the pile and then pantomime what is written on the card.

The other members of the group take turns by telling their ideas of what the mime is doing. Each student in the group should take a turn giving their perspective. When each student shares their perspective of the action acted out, the student actor should be encouraged to say something such as, "could be." After everyone has shared, the mime can read what it says on the card. The teacher or other adult should reinforce that there were many things the pantomime could have been depicting. The students should be discouraged from judging or evaluating a "correct" answer. In this game all answers are acceptable and correct.

Closure

Discussion

Ask students the following questions:

- Were your perspectives on the pantomimes the same or different?
- How did it feel to have a perspective that was different from someone else's?
- Was it easy or hard to form a perspective? What made it easy? What made it hard?

Adaptation Suggestion:

For younger students or nonreaders, you may want to use cross-age small groups, pair students to read and act out the pantomime, or include an adult (teacher, parent, volunteer) with each group.

You may also play the game as a whole class by using a random student selection process. One way to do this is to write the names of each student on a popsicle stick. Place all the sticks in a coffee can, and have students take turns pantomiming when their name-stick is pulled out of the can. As students pantomime, call on other students to provide their perspectives — remember that all perspectives are acceptable.

Grades K–5
25 minutes

Lesson 3

My Understanding of the Situation

Objective

- Recognize that a perspective is based on what we know about a situation and our interpretation or understanding of the situation.

Materials

- Situation cards (pages 82–84)
- Letter home with discussion questions (page 85)

Adult Reflection

Things aren't always how they appear to be. Many times we are quick to judge the situation or other people without gathering all of the pertinent information. We frequently find our first impressions and quick judgments to be inaccurate, or at least incomplete. Have you been in a situation lately with a student, parent, or staff member when you were quick to form a judgment or a perspective? How did your perspective change once you learned more about the situation? How did your first impression or perspective influence your thoughts and feelings about the individuals involved? Did your thoughts, feelings, or relationship with the person — did your perspective on the situation — change after you were better informed?

Introduction

Remind the class that in the last lesson, you talked about "perspectives," and recap The Perspectives Game activity. Ask students to tell again what a "perspective" is.

Tell the class that today they are going to conduct a deeper investigation of perspectives. They know that everyone can have a different perspective, and that perspectives are not "right" and "wrong." But now they will explore *why* people have different perspectives. Perspectives are based on what we know and understand about something.

For instance, suggest to the class that if you were pantomiming a baseball pitcher, and a student had never seen a baseball game, he or she wouldn't be likely to take that perspective.

Activities

Discussion

Tell the class that what you know about a situation can change your perspective. The more that you learn about a certain situation, the better you are at having a more informed perspective. You may think differently about a situation when you have more information.

Present the following situation and discuss as a class:

- Ralph and Kirk made plans to meet at the baseball field on Saturday morning at exactly 9:00 a.m. Baseball season would be starting soon. They wanted to practice so that they would be ready for the team tryouts next week. Ralph hurried through breakfast Saturday morning and even skipped his favorite Saturday morning cartoon so that he would make it to the softball field on time. When he got there, Kirk was no where to be found. Ralph waited for a whole hour and Kirk never showed up.

- What's your perspective? (Elicit a number of different perspectives before you add the next piece of information to the discussion).

- Late Friday night Kirk got really sick. He was up most of the night with a terrible fever. Kirk slept the entire day on Saturday because he was so sick.

- What's your perspective?

Questions for the class to discuss:

- Did your perspective change after you received more information?

- Did your perspective change based on a different understanding of the situation?

Situation Cards

For easier facilitation, copy the Situation Cards on different colors of paper (one color for "A" situations, another for "B" situations). Following color cues will be easier for students. Make one copy for each group.

This activity can be completed as a large group, in pairs, or small groups. You may want to present or disseminate each situation one at a time so that you can stop and discuss perspectives and how perspectives have changed based on the information presented.

Adaptations Suggestion:

Whether using a large group, small group, or partner format for discussion, the teacher can still be the situation reader, allowing students to focus on their perspectives versus decoding the situations.

Adapt this activity for younger students by completing the activity as a whole group. Read the situation cards to the class and then ask for student reactions or impressions of the situations. Read each situation card one at a time. Allow time for students to respond to the situations as you move from "A" situations to "B" situations.

There are two cards for each situation. Direct the students to read the first "A" situation cards, stop, and form a perspective. (If you are using color codes, you will ask students to read, for example, "the red card.") After stating their perspective, they should read the "B" (or, perhaps, "the blue") card with the same title and rethink their perspective. Students do not have to agree on their perspectives, but they should all be able to explain what information they used to form their perspective.

Follow the situation cards in numbered order. The situations are simple at first, and become more complicated near the end. You may want to write your own situation cards that are relevant to your class. Perhaps there is a situation in your class that you would like students to examine.

Follow-up discussion questions:

- Did your perspective about the situations change after you got more information?
- Was it hard to form a perspective in any situations? If yes, what would have helped you identify a perspective?
- What could you do to know more about a situation or have a better understanding of a situation?
- Can you think of any experiences you have had when you were quick to form a perspective before hearing all of the important information?

Closure

Journaling

Direct the students to write about and/or draw a picture of a situation when they formed a perspective before hearing all of the information. If they can not recall such an experience, they may write about (or draw) one of the situations presented earlier.

Home-School Connection

A letter home with discussion questions (page 85) is provided for students to take home. The goal of this assignment is for families to recognize that they will have a better understanding of a situation when they are able to communicate and listen to all points of view. This assignment promotes effective communication and rewarding relationships within the family.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 1–3

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   ____

   ____

   ____

   ____

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Review of Objectives for Lessons 1–3

Objectives for Lessons 1–3

Lesson 1: I Have Feelings (K–2)

- Recognize that we all have different feelings.
- Use "I" statements to communicate feelings.

Lesson 2: I Have a Perspective (K–5)

- Recognize that each of us has a perspective on any given situation.

Lesson 3: My Understanding (K–5)

- Recognize that a perspective is based on what we know about a situation and our interpretation or understanding of the situation.

Learned and Affirmed: Student-Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 1–3

Grades K–2
40 minutes

Lesson 4

What You Know Makes a Difference

Objective

- Recognize that our perspectives about a particular person is based on what we know about the person.

Materials

- *Something Special for Me* by Vera B. Williams
- *Chester's Way* by Kevin Henkes

Adult Reflection

This lesson demonstrates how we can be quick to form a perspective about a person when we really do not know much about that person. Is there a person (student or adult) in your school community that you formed a quick first impression or perspective on that proved to be inaccurate? Was your first perspective based on a lack of information about that person or inaccurate information based on generalizations or stereotypes? Did your thoughts, feelings, or relationship change with that person once you were able to gain a more informed perspective?

Introduction

Tell the class: We have been discussing how we form our perspectives based on what we know about the situation. We form perspectives about people as well as situations. Let's explore our perspectives more closely by reading a story and completing the next activity.

Activities

Read Aloud

Tell the class: This is a book about a girl named Rosa. Rosa's family saves money by throwing change (dimes, quarters, etc.) into a big jar. When a special day is coming, the family uses that money for the celebration. The next special day is Rosa's birthday. Listen as I begin the story. I am going to stop part way through the book so that we can do an activity together. After the activity we will finish the story.

Read aloud to the class *Something Special for Me* by Vera Williams. Stop after "I whispered. But all that I could wish was that I would know what to wish for," on page 21.

Drawing

Direct the students to draw a picture of what they think Rosa will choose for her birthday.

Ask students to share their ideas with the class.

Tell the class they all gave very good answers. The answers that they gave were their perspectives based on what they knew about Rosa.

Discussion questions:

- What if I gave you more information about Rosa's interests? What if I told you Rosa likes sports... would you change your perspective? What if I told you that Rosa really likes sports using balls, then what do you think she would choose as a present? What if I told you that Rosa liked football, then what do you think she would choose for a present?
- Do you see how your perspective changed each time I gave you more information about Rosa?

Finish reading the book to see what Rosa chooses.

Discussion questions:

- What did you learn about Rosa's interests?
- If you had known that Rosa was interested in music, would you have had a different perspective on what gift she would choose?

Additional or Alternative Activity

Read Aloud

Tell the class you are going to read a story that really shows how getting to know someone makes a difference in what you think about her or him. The name of the story is *Chester's Way*. The book is about two mice named Chester and Wilson who are very good friends and live in the same neighborhood. Then a mouse named Lilly moves into the neighborhood. As I read, pay attention to how you think Chester and Wilson feel about Lilly, what do they think of her?

Adaptation Suggestion:

To more actively involve a student who has difficulty comprehending or attending to the story, you might have the book's pictures turned into slides and allow the child to operate the projector. An adapted switch could also be used to assist a student with physical limitations to operate the projector.

Read aloud *Chester's Way* and stop after "If Lilly was walking on one side of the street, Chester and Wilson crossed to the other and hid. 'She's something else,' said Chester. 'Looks like it,' said Wilson."

Discussion questions:

- How do you think Chester and Wilson feel about Lilly? What do they think of her?
- What do they do that makes you think that? *Why* do you think they feel that way about Lilly? (They don't know her, they only watch her from a distance and see that she does things very differently from them, which makes them not want to be around her.)
- What do you think might help them to feel or think differently about Lilly?

After you've heard a number of ideas, finish the story.

Discussion questions:

- Do Chester and Wilson feel differently about Lilly now? What happened to change their perspective or the way they think or feel about Lilly?
- How do you think Chester, Wilson, and Lilly will act towards Victor, who has just moved into their neighborhood? How do you think *you* would act towards Victor? What might *you* do?

Closure

Discussion

Build a discussion around the following questions:

- After listening to the stories, what did you learn about perspectives?
- Have you ever formed a perspective about a person before you really got to know him or her? Maybe it was a new student in your class or a child in your neighborhood. You might have thought this person was different or unusual. After you had an opportunity to play with him or her, your perspective about the person changed. Share your stories.

Direct students to keep the names of individuals in their stories private.

Lesson 5
Challenging Our Perspectives

Grades K–5
45–60 minutes

Objective

- Given new information about a person, use that information to form an expanded perspective.

Materials

- *Talking to Angels* by Esther Watson (K–2)
- *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault (3–5)
- Letter home (page 86)

Adult Reflection

We form perspectives about people based on what we know about them. When we know little about a person, we might rely on generalizations based on superficial knowledge. We sometimes make assumptions about groups of people and apply them to a particular individual. As a result, we form a perspective of an individual based on false information. This happens when you form a first impression of a person. When you get to know the person better, your impression changes.

Is there a school member (student, parent, or staff) that you have formed a perspective on based on limited information? How could you initiate more interaction with that person in order to learn more about that person?

Introduction

Tell the class that this lesson we will be examining our perspectives about people. We form a perspective on every person that we meet. This happens even the first time that we meet someone. We call that a "first impression." That's a perspective of a person based on very little information.

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Activities

Note: The activities provide an opportunity for you and your class to challenge perspectives on people you do not know much about. The books and discussion questions are designed to examine present perspectives and then guide the students to form an expanded perspective based on a combination of the old and new information.

The intention of this lesson is to help us recognize the importance of information about an individual so that our perspectives are not limited to generalizations, stereotypes, and/or lack of information. Preview the discussion questions and modify or change any question which you feel is too sensitive or awkward for any student in your class.

The books suggested encourage us to explore our perspectives about people with disabilities. You can expand your learning by selecting other books on people of different cultural backgrounds, etc.

Read Aloud (K–2)

Tell the class that the author Esther Watson has written this book about her sister Christa. Christa has a disability called autism. Ask if anyone knows anyone with a disability and what their perspectives are about a person with a disability.

Read aloud *Talking to Angels* by Esther Watson.

Discussion questions:

- What special things does Esther Watson tell us about Christa?
- Are there some things that Christa does differently than other people? Does Esther think that doing things differently was good or bad?
- Do you think Esther really cares for Christa? Why do you think that?
- Are there things that Christa does or that she likes that you also do or like?
- If you could write these two sisters a letter, what would you tell them?
- Is there something about you that is different? (Encourage students to share their differences, e.g., different colored hair and eyes, interests, etc.)

Art Project (K–2)

Distribute drawing paper, crayons, markers, etc., to the class and ask students to draw pictures of themselves that show all their favorite things. Encourage them to draw themselves in their favorite clothes, doing their favorite activity, in their favorite place, with their favorite people. Tell the class they will be sharing their pictures with their classmates.

Sharing can be done in small groups or a large group fashion. Direct the students to show their picture and talk about the favorite things they drew.

Discussion questions:

- Did you find any similarities in the pictures that were shared in our class?
- Did you find any differences? Do you think it is okay to be different? Why do you think that?
- After reading *Talking to Angels* and sharing our pictures, what is your perspective on differences in people? Is your perspective about people with disabilities different now? Why did your perspective change?

Read Aloud (3–5)

Direct the students to write down on a piece of paper or discuss in small groups their personal perspective on the following question: Can a person who is blind ride a horse?

Read *Knots on a Counting Rope* by Bill Martin, Jr. and John Archambault.

Discussion questions:

- What did the following statement mean, "You were born with a dark curtain in front of your eyes"?
- What did the young boy mean when he said "I see the horses with my hands"?
- Did your perspective change after reading the story?
- What information did you gain from the book that helped you to change your perspective?

- Do you know someone who is blind? Has your perspective changed about that person now that you have read this book?

Quiet Reflection or Journaling (3–5)

- Is there someone in our classroom or school that you have formed a perspective on, that you do not feel good about? Is that person different from you in some way? What could you do to learn more about that person and those differences?

Closure

Discussion (K–5)

Build a discussion around the following questions:

- Why did your perspective change about people after we read the story?
- Have you ever formed a perspective about someone, and after you got to know him or her better you changed your perspective?
- What did you do that helped you to learn more about that person?

Home-School Connections

A home activity is included in the letter home (page 86) for students and families to complete. The goal of this assignment is for families to recognize the importance of making contact with others in order to form accurate perspectives about them. This activity also promotes a sense of belonging and connection among families in neighborhoods.

Lesson 6

Valuing the People in My Community

Grades K–5
3 sessions:
40 minutes
40 minutes
20 minutes
(and additional time to complete class project)

Objective

- Recognize that our perspective about a person influences how we treat that person.

Materials

- *Fly Away Home* by Eve Bunting
- *Amelia's Road* by Linda Jacobs Altman (additional or alternative book)
- "Helping" by Shel Silverstein (from the book *Where the Sidewalk Ends*).
- Letter home (2 versions, depending on the book read to the class, pages 87 or 88)
- Home activity (page 89 or 90)

Adult Reflection

Is there a person or a group of people that I tend to ignore? What is my perspective of that person or group of people? Would I treat them differently if I had a different perspective about them?

Introduction

Ask students to tell you in their own words what a "perspective" is. It's important that the students express the idea that perspectives will change based on the information that we have on a particular situation or person, and that feelings often influence our perspective.

Activities

Session 1

Read Aloud

Tell the class you are going to read a story about a boy and his father. They do not live in a house or an apartment. They are living at an airport, because they do not have a home. People who do not have a home are called "homeless."

Ask students if they have seen, met, or know anyone who is or has been homeless. It is important not to assume that only strangers are homeless. There may be children in your class who have been or are homeless. Ask the class if anyone has ever been homeless, and allow students to talk about it if they feel comfortable doing so. Ask them what they think, what are their perspectives about people who are homeless.

After a discussion, tell the class to listen while you read the story. Read aloud *Fly Away Home* by Eve Bunting.

Discussion questions:

- How many families lived at the airport?
- Do you think Andrew and his Dad wanted to live at the airport?
- Why were they hiding from airport security?
- Where would the families live if they were asked to leave the airport?
- What is your perspective about homeless people after listening to the story?
- Do you think there are any homeless people in our community (or in nearby communities)?
- Do you think there is any way that we could help them? Do you think we should help them?

Read Aloud (Additional or Alternative Activity)

Tell the class that you are going to read a story about a girl named Amelia. Amelia's family moves from one part of the country to another as different kinds of farms have their harvests. People like Amelia's parents are called "Migrant workers." To "migrate" means to move—especially to move regularly every year. There are many migrant workers in America, and though many families are originally from Mexico or Latin America, many are also U.S. citizens.

Ask the class if they have ever known a family who migrates in order to find work. There may be children in your class who do move a lot during the year. Allow students to talk about their moves if they feel comfortable doing so.

Read aloud *Amelia's Road* by Linda Jacobs Altman.

Discussion questions:

- Why does Amelia hate roads?
- How do you think Amelia feels about working in the apple orchard before school starts? Why do you think Amelia has to work in the fields?
- Why is it so important to Amelia for her teacher and classmates to learn her name?
- Why does Amelia bury the box under the tree?
- What is your perspective about families who migrate for work after reading this story?
- How could we treat new students in our classroom so that they feel good about being in our school and classroom?

Session 2

Read Aloud

Tell the class that you are going to read them a poem about helping. Direct them to listen carefully to the poem so that they are ready to discuss what helping means.

Read *"Helping"* by Shel Silverstein from *Where the Sidewalk Ends.*

Discussion questions:

- What did the author of this poem mean by "And some kind of help is the kind of help that helping's all about"?
- What are some examples of when you helped someone or someone helped you and both of you felt good about the help?
- What did the author mean by "And some kind of help is the kind of help we all can do without"?
- What are some examples of when you helped someone or someone helped you and both of you didn't feel good about the help?
- Why do people have different perspectives about helping?
- Do you think it is easier or feels better to give help or get help from someone? Discuss different perspectives on this question.

Art Project

Facilitate a discussion with the class about ways that class members (students and adults) could help each other. List the helping ideas on the board. For each helping idea discuss if it would be "the kind of help that helping's all about."

Grades K–2

Using construction paper, direct the students to trace around their hands. Next have the students cut out the hands and then write and/or draw a picture of a helping behavior inside the hand. The completed hands can be displayed on a bulletin board in a circular fashion. Label "Helping Hands" on the inside of the hands display.

Grades 3–5

Adaptation Suggestions:

Students who are not able to draw or write can cut out a "helping" picture from a magazine and attach it to their "helping hand."

Direct the students to copy the poem "Helping" onto a piece of writing paper.

Direct the students to trace around their hands on construction paper. Have the students cut out the hands and write a helping behavior inside each hand.

Direct students to glue the poem onto a larger piece of construction paper and then glue the helping hands onto the larger sheet in a fashion so that it looks as though the hands are holding the poem.

Home-School Connections

A letter to facilitate a discussion on helping and how our learning can be transferred to the home is provided. Send this letter home after completing the art project. Please note: separate letters are provided for each book.

Session 3

Community Project (K–5)

Helping One Another

Discuss the organizations within your community (or nearby community) who work to help people who are in need of help (i.e., homeless shelter, Salvation Army). Scan a local newspaper together to learn about organizations in your community. You may want to visit an organization as a class, or invite someone from the organization to come and talk about what they do in order to learn more about the organization and what kind of assistance they need from the community.

Start a discussion about people who may need help in your local community. Ask the students to share why they think that the people identified need help and what kind of help would be "the kind of help that helping's all about." Extend the discussion to reflect on people who may not have a local organization to help them (e.g., people who are oppressed because of color, culture, disability). You may want to diagram the discussion with the class in a web fashion.

Assign the home activity (page 89 or 90) as a way for students to share with their families the community project ideas the class has discussed. The home activity invites families to participate in a class project. You might want to send this home as a weekend activity, so that families would have a couple days to complete it.

When students return to school with their completed home activity, provide an opportunity for them to add new ideas that were identified with their families.

Revisit the list of ideas and identify an area to work on.

Take the time to develop a class plan. Remember that parents and families may be willing to assist in the project. Make sure you communicate that families participate with school activities in many ways, and that each one is important. Some families may be able to participate in this activity with us, others were able to talk with you about it at home, and others help by making sure you get to school each day. Some project ideas might be to collect old clothing from student's homes and donate to a shelter, or develop a book that celebrates the contributions a particular culture gives to the community.

Closure

Discussion

Build a discussion around the following questions:

- Why do you think we chose to help ____________________?
- Do you sometimes think of helping someone (i.e., in our class, your neighborhood) and then decide not to help them? What stops you from helping?
- Is it easier to help someone you know? Why is it easier?
- Do you think everyone needs help at some time?

- Is their someone in our classroom or in your neighborhood that you tend to ignore or not help? Do you think it would be easier to help that person if you got to know that person better? What could you do in order to get to know that person better?

Home-School Connection

A home activity has been provided for grades K–2 and 3–5. The intention of this activity is to solicit ideas and input from family members on the community project. Their perspectives can greatly enhance the development of the project. There is also an invitation to parents to help further with the community project.

Note: For grades 3-5 the activity has been designed to be facilitated by the student.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 4–6

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   ____

   ____

   ____

   ____

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Review of Objectives for Lessons 4–6

Objectives for Lessons 4–6

Lesson 4: What You Know (K–2)

- Recognize that our perspectives about a particular person is based on what we know about the person.

Lesson 5: Our Perspectives (K–5)

- Given new information about a person, use that information to form an expanded perspective.

Lesson 6: Valuing People (K–5)

- Recognize that our perspective about a person influences how we treat that person.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 4–6

Lessons for
Understanding

Unit A Introduction
My Perspective

Dear Parent(s) and Family:

We are beginning a new unit at school called My Perspective. This unit is an exploration of how we form our personal perspective on a situation or person and how our perspectives can influence our thinking and behavior. The unit begins by defining perspective. You might think of a perspective as an opinion about something. We are going to explore that definition more closely through some school and home activities.

The home activities have been developed for you and your child to complete together. Sometimes the entire family will be asked to participate. The home activities support the development of the lifelong skills of communication and relationship building. These are important skills at school and in our neighborhoods. The letters home and activities will have the ***Lessons for Understanding*** logo, as it appears in the top left corner of this page.

Additional ways you may choose to be involved in school:
- Reading a unit story book to the children.
- Participating in classroom instruction by assisting students with their small group or individual work assignments.
- Helping to plan and teach a lesson.
- Assisting with a community service project to be developed in this unit.

Please complete the form below if you would like to share in our learning at school. We look forward to learning with you.

Sincerely,

You will automatically receive the home activities and home letters. If you'd like to be more involved, please check and return to me.

☐ I am interested in participating in classroom instruction.

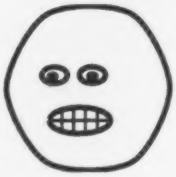
☐ Here's a specific idea that I would like to help with: ____________________

____

________________________ ________________

Name *Date*

Feelings Chart

Happy 	**Angry** 	**Sad** 	**Scared**

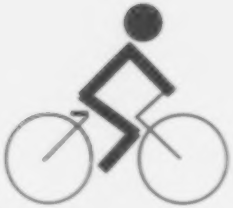
**The
Perspective
Game**

**The
Perspective
Game**

**The
Perspective
Game**

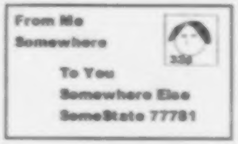
**The
Perspective
Game**

Riding a bicycle.



Tying a bow on a present.

Licking a stamp
and placing it on an envelope.

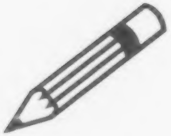


85

Petting a kitten.

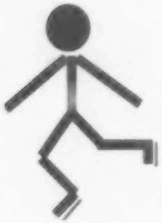
86

Drawing a picture.



Playing a computer game.

Ice-skating.

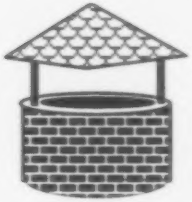


87

Walking into a surprise party

88

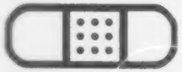
Throwing a penny into a fountain and making a wish.



Waiting for the school bus on a cold winter day.

Changing a light-bulb.

Taking off an ouchy band-aid.



Situation Cards

Situation 1A: Reading Quietly

The students in Mr. Han's classroom are quietly reading their library books when Kelsey comes into the room, banging the door open, and yelling.

What's your perspective?

Situation 2A: What's So Funny?

Carlos is a new boy at school. He comes from a different part of the country, and he feels like a real stranger. He talks differently and is used to doing things differently than the kids at his new school. But he is eager to make friends.

He sits down at a crowded lunch table, and at once all of the students sitting there begin laughing.

What's your perspective?

Situation 3A: Restroom Break

In Ms. Bluebird's classroom, the girls are always called on first to go to the restroom and wash their hands before lunch.

The boys want to go first.

What's your perspective?

Situation 4A: Science Project

Tyree and Ross are working on a science project together. There is a lot of reading to do. Ross hasn't done any of the reading. Tyree has done all of the reading, and is mad. But he doesn't want to tell his teacher about Ross. He and Ross are good friends. If he tells on Ross, Ross will probably get mad at him.

What's your perspective?

Situation Cards

Situation 1B: Reading Quietly

After she calms down, Mr. Han asks her what is the matter. Kelsey cries and tells him she slammed his finger in the restroom door.

What's your perspective?

Situation 2B: What's So Funny?

"Hey, you're the new kid, right?" one of the kids says. "Randy just told a great joke. Let me tell it to you!"

What's your perspective?

Situation 3B: Restroom Break

Ms. Bluebird says that she calls on the girls first because there are many more girls in the classroom than boys. If the girls go first, all the students will be done with their restroom break at the same time, and they will be able to get to lunch on time.

What's your perspective?

Situation 4B: Science Project

Ross hasn't told Tyree that he has trouble reading. Tyree calls him "Smart Boy" because he always has great ideas for after school adventures. Ross is sure that Tyree will think he is stupid, and not want to hang out with him anymore, if he tells him that he can't read.

What's your perspective?

Situation Cards

Situation

Situation

Situation

Situation

Lessons for
Understanding

My Understanding of the Situation

Dear Parent(s) and Family:

We have been exploring what the word "perspective" means. We defined perspective as our personal idea about something. Although this definition appears simple we have discovered that our perspective about a particular situation can be challenging. When we listen to and consider *all* of the information we are better able to develop a well informed perspective of the situation.

Read each example below and pause to think about what your perspective might be, given that piece of information:

- A child is sent to her room to clean it up. When a parent goes to the room to check on the cleaning job, he finds the child lying on the bed. What's your perspective?
- After asking the child why she is not cleaning, the child says that her tummy hurts. What's your perspective?
- After some discussion, the parent learns that she is very upset because some children were calling her names at school today and she doesn't want to go to school tomorrow. What's your perspective?

Did your perspective change after you read each piece of information? Why do you think it changed?

Please take time to discuss the following questions with your child, or as a family:

Note: Please review the questions before sitting down for the discussion. You may need to change some of the wording so that family members at any age level can understand the question.

1. Have there been times when any of us have developed our perspective about a situation before knowing all sides of the story? (For example: a parent hears something breaking and assumes the children are being reckless, then discovers it is the cat). Take turns sharing an experience.
2. For the experience you described in #1, what could you (or someone else) have done to develop a more informed perspective?
3. If we learn that we've made a mistake and formed a perspective too quickly, what can we do?

Sincerely,

Lessons for
Understanding

Challenging our Perspectives

Dear Parent(s) and Family:

We have been discussing how we form perspectives about people based on what we know (or don't know) about them. Have you ever formed a first impression of a person, but when you got to know the person better, changed your impression? One way to learn more about a person is by spending time together. Please pick *one* of the following activities to do with your child/family:

Activity A: Getting to Know Someone "New" to Us

1. Think of someone you don't know very well. This may be someone in your neighborhood, or member(s) of a group you belong to.
2. What are your perspectives of the person or family? What do you think they are like? What do you think they do for fun? Talk about your ideas.
3. How did you form your opinions to question #2? Do you think your current information is accurate?
4. What could you do in order to get to know this person or family better? For example, take a family walk in the neighborhood and introduce yourselves to a neighbor or family you don't know. Invite the neighbor(s) to join your family in a family, community or religious function. Bake cookies and take them over as a way to say "Hello." Talk about your ideas.
5. Choose an idea and schedule a time to do it. After you visit, discuss what you learned about this person or family. Have your perspectives changed? Was some of what you thought earlier inaccurate or untrue? What new things did you learn?

Activity B: Friends and Family in Our Life

1. Talk together about friends and family. Who are some of your friends? For some kids, it may help to look at photos. Adults can also talk about who their friends are.
2. Talk about what you like to do with certain friends and/or family. Emphasize the variety of things we can learn in having a variety of friends and people we consider family.
3. People have different things they enjoy doing together. Perhaps help your child plan two different "play dates" with friends or family members to reinforce this idea.

Sincerely,

Lessons for
Understanding

Valuing the People in My Community

Dear Parent(s) and Family:

We have been exploring our perspectives of people and how our perspectives influence the way we treat people. We read a story about a family that is homeless called *Fly Away Home* by Eve Bunting. We also read a poem called "Helping" by Shel Silverstein from the book *Where the Sidewalk Ends*. You may want to check these books out of the library and read them with your child.

Understanding the concept of helping others is important. Listed below are some ways in which we can help children strengthen their understanding of the concept of helping others. Choose the one(s) that seem most appropriate for your child and your family.

1. Help your child set a goal to help someone with whom they have a good relationship. For example, think of a way to help a parent, neighbor, friend, or relative (e.g., a grandparent or cousin). The goal should be specific: I want to help my dad clean the family room on Saturday; I want to help the woman next door in her garden after school.

2. Take a walk or drive through the community and list examples that you see of helping.

3. Help your child find pictures in a magazine that demonstrate helping.

4. Read a story or watch a video together which shows people sharing, being helpful, or caring.
   - Talk with your child about ways in which these people helped. What was helpful? How else might they have helped? *or*
   - Have your child draw a picture of the people helping.

5. Keep a record for a week of how your child helps those around the house. Keep the record posted where your child can observe the additions to the list. These entries can be very short: *Juan helped me carry the groceries*, or *Kai listened when I told her about my day*. You may also include longer entries, such as: *Juan helped me carry the groceries. I found this very helpful because I was very tired that afternoon. Thanks Juan!* The number of times your child helps is not important. Remember, the idea is to help your child better understand the concept of helping others.

Thank you for helping your child learn more about helping others!

Sincerely,

Lessons for
Understanding

Valuing the People in My Community

Dear Parent(s) and Family:

We have been exploring our perspectives of people and how our perspectives influence the way we treat people. We read a story about a migrant family called *Amelia's Road* by Linda Jacobs Altman. We also read a poem called "Helping" by Shel Silverstein from the book *Where the Sidewalk Ends*. You may want to check these books out of the library and read them with your child.

Understanding the concept of helping others is important. Listed below are some ways in which we can help children strengthen their understanding of the concept of helping others. Choose the one(s) that seem most appropriate for your child and your family.

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Thank you for helping your child learn more about helping others!

Sincerely,

Lessons for
Understanding

Community Project Home Activity (K–2)

Dear Parent(s) and Family:

Today we discussed people in our community that we think need help and what we think we could do to help them. We are planning a project to help our community in some way. We had a lot of really good ideas. Please ask your child to share the ideas from our discussion.

We are inviting you to help us with this community project. Here are some ways that you can participate in the project with us.

1. Sit down with your child or as a family and identify people within our community who need some sort of help and any ideas you might have on how to help them. Please list those ideas here.

2. Are you interested in helping with our project? We'll know more details of this when we select our project. At that point we will contact you. Please circle one:

YES NO MAYBE

Name: ______________________________ Phone: ______________________

Lessons for
Understanding

Community Project Home Activity (3–5)

Directions

Invite a parent or your family to join you in your home activity.

1. Tell your parent(s) or family about the community project we are planning. Share our class ideas for our project.
2. Ask your parent(s) or family for their ideas on people who need help in our community and their ideas on how we can help them. Remember to discuss whether the help suggested is "the kind of help that helping's all about," and write those ideas here.
3. Ask your parent(s) if they are interested in helping with the project. We will know more details of this when we select our project. If yes or maybe, write the name and phone number of the interested person below.

Name: ______________________________ Phone: ______________________

Unit B

Other Perspectives

Developing an Awareness of Differing Perspectives

Contents

Lesson 7 Many Perspectives (Grades K–2)

Lesson 8 Perspective Labs (Grades 3–5)

Lesson 9 Step Into Someone Else's Shoes (Grades K–5)

Lesson 10 Listening is Important (Grades K–5)

Lesson 11 Active Listening (Grades K–5)

Lesson 12 Pigs and Wolves (Grades K–2)

Lesson 13 Stepping into the Hooves and Paws of Pigs and Wolves (Grades 3–5)

Lesson 14 Who's My Family? Who's Your Family? (Grades K–2)

Lesson 15 What it Means to Be a Family: Seeing One Another's Views (Grades 3–5)

Background

Unit A took a close-up look at personal perspectives. Such personal examination may lead to a clearer understanding of our own beliefs and viewpoints, which may support a person's journey in being the person they seek to be. However, personal examination has an additional benefit: identifying one's beliefs may be a first step in helping to identify other perspectives and viewpoints that may exist. At times it is necessary to become more aware of our current perspectives and their roots in order to consider or examine other perspectives. Suspending our perspective, or moving it aside for a time in order to understand other perspectives, may lead to enhancing our understanding of a situation or an individual. The lessons in Unit B will help students strengthen their awareness of differing perspectives (What do *you* think? How do *you* feel?) by experiencing differing perspectives, engaging in active listening, and analyzing where perspectives come from. Such work should strengthen our capacity to understand and respond to different perspectives in effective ways.

Objectives

Each student will:

1. Recognize that there can be many differing perspectives on a given topic or situation.
2. Recognize another person's perspectives in a given situation or on a given topic.
3. Recognize that listening is important.
4. Identify ways to communicate the desire to be listened to and understood.
5. Identify what one needs to say and do in order to actively listen to a person.
6. Examine where a perspective comes from.
7. Identify/generate new perspectives to consider.

Home-School Connection

The home activities in Unit B focus on supporting family members with a better understanding of ways to step into the shoes of someone else in order to gain another perspective. A letter to families (page 139) introduces the objectives of Unit B and describes how parents can participate in the learning at school and at home.

Lesson 7
Many Perspectives

Grades K–2
45 minutes

Objective

- Recognize that there can be many differing perspectives on a given topic or situation.

Materials

- *Seven Blind Mice* by Ed Young
- Several unusual items—or familiar items that are unfamiliar when seen out of context.

Adult Reflection

Recognizing that there can be many differing perspectives on a given issue or topic can be challenging for children as well as adults. We often make the assumption that there is only one perspective, our own. This way of thinking limits the potential for solving problems or conflicts. Am I open to exploring many perspectives? Do I invite the perspectives of others?

Introduction

Discussion

Tell the class you are now starting a new unit called "Other Perspectives." In this unit you will explore different perspectives. Does everyone think and feel the same way that you do? We will find the answer to that question as we complete the lessons in this unit.

Activities

Read Aloud

Tell the class you will read a story about seven mice. The seven mice in this story learn about their world in different ways than we do, because they are blind—they can't see with their eyes. The mice are exploring something new to them. Tell the students to listen carefully so they can tell you what the mice have discovered.

Read aloud *Seven Blind Mice* by Ed Young.

Reminder:

Please send home the Unit B Overview letter (page 139)

Discussion questions:

- Why did each of the mice have a different perspective about the "strange something" by their pond?
- Why did the mice disagree with one another?
- What did the white mouse discover?
- What does the mouse moral mean: "Knowing in part may make a fine tale, but wisdom comes from seeing the whole?"

Game

You will need to gather an assortment of unfamiliar objects. For example, objects from your (the teacher's) or another culture, such as a long rod for drying homemade pasta, a Native American "spirit catcher," or a cube of tofu; historical objects, such as whalebone stays for women's dresses, a clothes wringer, or a butter churn; familiar objects out of context, such as machine parts; or familiar objects that look like other objects, such as a bunny-rabbit toilet-paper cover, bell-pepper salt and pepper shakers, etc.

Tell the class you are going to show them some objects that are unfamiliar to them. Show the objects one at a time. Provide the opportunity for each child to examine the item and give a perspective of the object. They may describe what it looks like or guess what it might be.

Record the responses on the board (if appropriate), then review the perspectives and discuss as a group what each unknown thing could be.

Closure

Discussion

Build a discussion around the following questions:

- Were you surprised by all of the different ideas or perspectives that people had about the unknown things presented?
- Did you find it easy or hard to describe the objects or form a perspective about the objects? Why do you think it was hard?
- Was it helpful to have many different perspectives at the end in order to make a decision about what the object was?
- Would this activity be easier or more difficult to do if you had to do it alone? Why?

Lesson 8

Perspective Labs

Grades 3–5
45 minutes

Reminder:

Please send home the Unit B Overview letter (page 139)

Objective

- Recognize that there can be many differing perspectives on a given topic or situation.

Materials

- Wooden chair
- Ball/cube overhead (page 140)
- Two differently colored pieces of construction paper, glued or taped together to seem like one sheet.
- Lab direction cards and related handouts (pages 141–147), one set for each small group.
- "Various lenses": binoculars, cellophane/wax paper, a knit blanket with small holes, sunglasses, prisms, kaleidoscopes, different colors of tissue paper, scraps of cloth of different textures and colors, a basket with holes, a metal pipe, a straw, other kinds of glasses—whatever materials you can gather for kids to look through.
- Letter home (page 148)
- Home activity (page 149)

Adult Reflection

Can you think of a hot issue at school in which you feel somewhat removed? What are some of the different perspectives on the issue? Are you able (theoretically) to step into a variety of shoes on the issue? If yes, why do you think you are able to do this?

This lesson uses more "neutral" experiences, where feelings and values will not run as high, as a way to give the students a variety of opportunities to "play" with this concept. Future lessons further delve into perspective taking in more personal , concrete, and challenging contexts for applying the concepts.

Adaptation Suggestions:

Students with little or no vision may need the following adaptations:

- *For the wooden chair: allow the student to physically explore, or "touch tour," the chair before you ask the entire class the question.*
- *For 2-colored paper: A braille reader could be given a chance to read the color name on his/side of the paper in braille prior to the class demonstration. Or the teacher could paste fur on one side and sandpaper on the other, and ask the class what the texture looks like (let a visually impaired student feel one side ahead of time).*

Introduction

Tell the class you are starting a new unit called "Other Perspectives." In this unit you will explore different perspectives. Does everyone think and feel the same way that you do? We will find the answer to that question as we complete the lessons in this unit.

Game

Tell the class that you are going to show them some objects and ask them questions. They should go with the first answer they think of, and not worry about what other people in the class say.

- Display the Cube and Ball overhead transparency (page 140). Ask the class: Is the ball inside or outside of the cube? How many of you think the ball is inside? Outside? You may also want to see where various people define the front of the cube: How many think this is the front? Or this?
- Point out a wooden chair (or other wooden furniture). Ask the class: Yes or no, is this is a wooden chair? If they say yes, ask, Are you sure? Are you sure it's not something else? Can it be something else? (Listen to ideas, but don't wait too long.) Then ask the class: How might I view this chair if the heat started to go down in this room? Say I was locked in this room and the temperature started to go below zero? (Pause for any ideas). How long until I view this as... firewood?
- Hide two-colored construction paper in a folder or large envelope. Have half the class move to one side of the room, the other half can stay put. Tell the class: After I count to 3, shout out the color of the paper. Pull the sheet out, ensuring that only one side shows to each group. Explore the confusion—assuming that half the class said one color and the other half said the other. Ask the class: What went on in your head when you heard different answers being shouted?

Discussion questions:

- Ask students: Why do you think we did these three demonstrations? What do you think I was trying to help you learn? (To experience things in different ways; to see that there is not always one right answer. They'll come up with other great ideas too!)
- Did what you know influence how you responded?

- Did the way I asked questions influence how you responded? (You gave them either-or choices instead of open ended questions that encouraged them to think of other views and perspectives.)
- How you saw the chair, the cube, and the paper was your viewpoint or perspective. A perspective is the way that you look at something. Today you'll have a chance to experience things from various viewpoints and perspectives in some Perspective Labs.

Activity

Perspective Labs

Prepare the labs ahead of time. Review the labs (pages 141-147) to understand what is required. It would be a great time to have extra adults in the room.

There are three different labs:

Lab 1. Discover a table

Lab 2. Look through various lenses

Lab 3. What's your perspective?

Divide the students into small groups. Either have all 3 labs operating at once, with students rotating through the labs, or have enough materials so they can each do a lab at the same time. Before students begin each lab, provide a demonstration modeling the steps in the lab. Be explicit for steps where you anticipate difficulty.

Each group should pick a "reader" of the instructions for each lab. Lab 1 also requires each student in a group to take a different role. Explain to the class that it is important for every person in each group to participate in the lab. Spend a few minutes brainstorming ways to make sure all students participate.

Adaptation Suggestion:

A student with a visual impairment could feel and describe the objects in Lab 1, and take an alternative or created role for Lab 2, which is primarily visually based.

Closure

Discussion

Invite students to share what they learned in their small group labs.

Journaling

Tell the class that sometimes people say that taking another perspective is like "stepping into someone else's shoes" or "walking in someone else's moccasins." Other times, they say a certain perspective is like looking through a special lens, like "rose-colored glasses," or from a certain position, like a "bird's eye view." Spend a few minutes journaling, either writing about one of these phrases or another thing that you think perspective-taking is like.

Extensions

Ask students to make up their own learning labs. Give them time to create, and allow everyone in the class to experience the new labs.

Read to the group a version of the Indian folk-tale "The Blind Men and the Elephant." Have students create their own folk-tales around some object or experience in which each character in the story sees in a different way.

Home-School Connection

The letter and home activity (pages 148–149) have children repeat the Ball & Cube and colored paper activities at home. The teacher will want to give the children a chance to tape together two sheets of colored paper. Give students a chance to plan and practice their home teaching, in pairs or small groups.

Adaptation Suggestions:

A student whose home language is not English may need time to translate and practice in the family's home language.

A student who uses an electronic device for communicating could have the Ball & Cube question tape-recorded by a peer. At home the child could activate the switch and communicate the lesson.

Lesson 9
Step Into Someone Else's Shoes

K–5
50 minutes

Objective

- Recognize another person's perspective in a situation or on a given topic.

Materials

- *Harry and Willy and Carrothead* by Judith Caseley
- Footprints handout (page 150).

Adult Reflection

Many situations present diverse perspectives. Interactions with other people are a good example. Am I aware of the other person's perspective? Do I assume that he/she agrees with my perspective? Am I always able to interpret others' perspectives correctly?

Introduction

Tell the class that in the last lesson they recognized that there can be many different perspectives on a situation. In this lesson, they are going to practice recognizing or understanding other peoples perspectives.

Activities

Read Aloud

Tell the class you are going to read a book about three boys. The boys are different from each other. One boy has a prosthesis, because he was born with no left hand. Another boy has bright orange hair. The boys learn to like each other all the same.

Read aloud *Harry and Willy and Carrothead* by Judith Caseley.

Role-Play 1: Repeating Parts of the Story

Distribute the footprint handout (page 150). Direct the students to color their footprints in an original fashion. You may want to do this before the read-aloud, so that you can begin the role-play immediately following the story. The students will use the footprints to describe the characters'

Enrichment Suggestions:

Harry's hero is Jim Abbot. Abbot was a major league baseball pitcher for the California Angels who was missing most of one arm. Have students research and report to the class about who Jim Abbot is and why he is Harry's hero.

This may also lead to reports on other people with disabilities who have made incredible accomplishments, such as violinist Itzhak Perlman, and physicist Stephen Hawking.

perspectives from the story *Harry and Willy and Carrothead* by Judith Caseley.

Tell students that in this activity they will have the opportunity to describe a perspective from the story. Organize students into pairs. They will get into groups of three for the second role-play.

For the role play, direct students to stand up on their footprints and pretend to be a character from the book. Review each part of the book described, and ask students to explain what their character might be thinking or feeling at that time.

- On the stroller walk with Baby Harry: Harry's Mom and the neighbor (page 3)
- At the snack table at school: Harry, Willy, and Oscar (pages 8 & 9)
- On Halloween: Willy and Oscar (pages 14 & 15)
- On the playground: Willy and Harry (page 18)

Discussion questions:

- Was it easy or hard to identify or interpret the characters' perspectives?
- What made it hard or easy?
- What could you do or say in order to have a better understanding of someone else's perspective?

Role Play 2: Making up a New Chapter

Now that the students have had a chance to "step into the shoes" of characters in the story, they may now be ready to create more original skits. Have students get into groups of three. Tell them that they now get to create another chapter to this book. Give them these instructions:

- Pretend that you are Harry, Oscar, and Willy, and you are now good friends. Make up a role play that shows the three of you doing something together. It needs to be something that brings out each of your strengths.

Before giving students time to practice, help the class brainstorm ideas on activities, interests, or things that Harry, Oscar, and Willy each might be good at. Remind them that they can think about what they already learned in this book about the characters, but they may also make up new things. Since they are writing part 2 of the book, they get to make up new ideas. Their role plays should show how the three boys came up with an idea for something to do together, and then show them doing it.

Allow the groups to perform the role plays for one another.

Closure

Discussion

Build a discussion around the following questions:

- What did it feel like to make up the next part of this story? Why?
- Some of you might have felt the first role play was easier. Some of you felt the second role play, where you made up your own scene, was easier. Who wants to share which felt easier to do and why? (Explore their answers, noting that their opinions are their perspectives.)

Grades K–5
50 minutes

Lesson 10

Listening is Important

Objectives

- Recognize that listening is important.
- Identify ways to communicate the desire to be listened to and understood.

Materials

- *First Pink Light* by Eloise Greenfield (Grades K–2)
- *The Terrible Thing That Happened at Our House* by Marge Blaine (Grades 3–5)
- Listening Scenario Cards (page 151)
- Letter home with discussion questions (page 152)

Adult Reflection

Why is listening important in my job? How effective am I at communicating what I think or how I feel if a student isn't really listening to what I have to say? (A colleague? A parent?) What happens during an interaction if I do not listen effectively to a student (A colleague? A parent?) Try to think of an example of each.

Introduction

Tell the class that today you are going to talk about communication. When we communicate, we tell people how we think, how we feel. We tell them our perspective. In order for someone to understand our perspective, they need to really listen to what we are saying.

Activities

Read Aloud (K–2)

Tell the class you are going to read a story about a young boy who wants to stay up late one night. Tell the class to listen carefully, and think about how the mother listens to her son communicate his needs.

Read to the class *First Pink Light* by Eloise Greenfield.

Discussion questions:

- Why was Tyree mad when his mother told him that he couldn't wait up for his father? Why did Tyree want his mother to listen to him?
- How do you think Tyree felt when his mother finally listened to him and said that he could wait in the rocking chair?
- How do you think Tyree would have felt if his mother did not listen to what he had said and was sent straight to bed?
- Have you ever been in a situation when it felt like someone wasn't listening to you? Explain.
- What are some things you could say or do to help people listen to you?

Art Project (K–2)

Review with the class how Tyree had fallen asleep smiling because his mother had listened to him. Direct the students to draw a picture of what they thought Tyree was dreaming about as he slept.

After the pictures are drawn, place them in a pillow case. Pull a picture out of the pillow case and direct that student to share the drawing with the class. After sharing, that student can pick the next drawing to be shared. The last student can have the "special" job of putting the pillow case and pictures in a designated area.

When all of the pictures have been shared, ask the students to share how their dream pictures might have changed if Tyree's mother had not listened to him and why. Discuss how important each and every person is, and how it is important to be listened to and to listen to others.

Read Aloud (3-5)

Tell the class you are going to read a story about a girl who is having a problem or a conflict. Ask them to listen carefully so they can tell you the girl's problem.

Read aloud *The Terrible Thing That Happened at Our House* by Marge Blaine.

Discussion questions:

- There were some changes in this family. Give some examples of what changed.
- How do you think the girl in this story felt about the changes? Explain your answer by describing something from the story.
- What happened one night at the dinner table?
- Why did the girl yell at her family? How do you think she was feeling?
- Do you think she could have handled the situation differently? How? How would that change the story?
- Have you ever been in a situation when it felt like you weren't being listened to?
- What are things you could say or do to help people listen to you?

Writing Exercise (3–5)

Adaptation Suggestion:

A student who can't write a letter can dictate a letter to another student.

Ask students to think about a time they felt they weren't listened to. The situation could have been at school, at home, or somewhere else. The situation should be one that they feel comfortable sharing, although they will be sharing their situation anonymously. Direct them to write a letter to an advice column, like "Dear Abby." You might want to give your own name to the advice column, such as "Dear Lend-an-Ear" or "Dear Listener." Inform the students to sign their letter anonymously or with a clever name. If possible, letters could be completed on the computer to prevent students from recognizing one another's hand writing. Write this letter on the board as an example:

> Dear Lend-an-Ear,
>
> My older brother and I are home after school by ourselves for one hour until my mother comes home from work. I want to read in my room quietly by myself when I get home, but my brother keeps pounding on my door and bugging me. I keep telling him over and over to stop, but he won't listen to me. What can I do so that he will listen to me?
>
> Sincerely,
>
> A Frustrated Book Lover

After the letters have been written ask the students to respond to a letter by offering some advice. You can do this by simply reading each letter in a large group format and soliciting advice from the class. Another idea is to post the letters on a bulletin board that resembles a newspaper. Leave room for responses on the board. Assign the students to a letter and direct them to respond to the letter giving listening advice. The responses can then be posted next to the original letter on the bulletin board. For example:

> Dear Frustrated Book Lover,
>
> Talk to your brother about the situation privately at some other time. Maybe first thing in the morning would be a good time. Ask him why he pounds on your door. Listen carefully to what he says. Tell him that you are frustrated with the situation because you want some quiet time in your room to read. Perhaps when you understand each other better, you'll come up with a solution that works for you both.
>
> Sincerely,
>
> Lend an Ear

Listening Scenario Cards (K–5)

The scenarios could be read to the class for a whole group, partner, or small group discussion. If the activity is done in a partner or small group format, there should be a large group discussion period for each group to share the scenario and then the ideas they came up with.

Direct the students to generate ideas or perspectives on how they would handle the scenarios presented. Ask the class: What could you do or say in order to get someone's attention, and let that person know that you want them to listen to what you have to say?

Closure

Discussion

Build a discussion around the following questions:

- Why is listening an important part of communication?
- What happens if someone doesn't listen?

- How do you know if someone is really listening to you?
- What can we do to help people listen to us?
- Do you think it is important to listen to other people? Why?

Facilitate the discussion so that the students go beyond "because it is the polite thing to do." Listening is also important to understand another person's perspective and, because of that, will make you more effective in communicating your own perspective as well. It is also important because we can learn something, perhaps gaining a different perspective.

Home-School Connection

The letter home with discussion questions (page 152) provides an opportunity for students to share what they learned from this lesson. The outcome of the activity is to support families to recognize the need to listen and understand how listening affects interactions.

Lesson 11
Active Listening

Grades K–5
60 minutes

Objective

- Identify skills for active listening

Materials

- Active Listening Skills overhead (page 153)
- Listen Maria skits (pages 154–155)
- Another adult to help you act out the skits
- Letter home (page 156 or 157)
- Home activity (page 158)

Adult Reflection

In order to really understand the perspective of another person, you have to actively listen to what that person is saying. This means that nothing can interfere with your attention to the speaker. Often we find ourselves thinking about what we are going to say in response instead of concentrating on what the speaker is saying, or our mind wanders. In order to actively listen we need to make an intentional commitment to attend to understanding the speaker. How often do I actively listen? When am I able to actively listen? Is it with certain people, in certain environments, or in certain situations? When do I find it difficult to listen sincerely?

Introduction

Discussion

Tell the class that there are things we can say and do that help us to be better listeners. When we are really paying attention to someone and listening, we call it "active listening."

Draw a T chart on the board or use the Active Listening overhead transparency (page 153) and help children identify things to say and do that would promote active listening. Here is an example:

BEST COPY AVAILABLE

Say	Do
Ask questions.	Look at the person who is talking.
Repeat what the speaker is saying.	Stop what I am doing.
Give advice only when asked.	Observe the speakers facial expressions and body language.
Tell how you think the speaker is feeling.	Try to see things from the speaker's perspective.

Activities

Skit I

Tell the class that you are going to do a skit (you will need another adult to perform this skit) . Direct the class to pay attention to the big sister Maria. After the skit you will ask them if they thought Maria was actively listening, based on the list of characteristics defined by the class.

Perform Maria I Need Your Help, Skit 1.

Discussion questions:

- Do you think Maria was actively listening to José?
- What did Maria do that made you think she wasn't actively listening to José?
- What did Maria say that made you think she wasn't actively listening to José?
- How do you think José felt at the end?

Skit II

Act out the new skit or pair up the class so that they can act out the skit. Before the performance, direct the students to pay attention to Maria again in the new skit. The students should be prepared to discuss whether Maria was actively listening in this skit.

Discussion questions:

- Do you think Maria was actively listening to José in this skit?
- What did Maria do in this skit that demonstrated that she was actively listening?
- What did Maria say in this skit that demonstrated that she was actively listening?
- Do you think Maria really understood José's perspective? Why?
- How do you think José felt at the end of the conversation?

Listening and Talking

Tell the class they now get to practice active listening with a partner. Pair students and tell them to decide who will be the first listener, and who will be the talker. The listener will practice the skills listed on the T chart that the class generated prior to the Maria and José skits. Give the following instructions, allowing time for each part. Make sure each has a chance to be both a talker and a listener.

1. Talkers: Talk about the topic suggested by the teacher. (Possible topics: What is your favorite movie, game, book, etc.? What bad habits really bug you and why? What do you want to be when you grow up? What is your favorite outdoor activity?)
2. Listeners: Tell the talkers what you heard.
3. Talkers: Tell the listeners how well they understood you.

Note: For younger children, you may want talkers to hold a "talking stick" or other object, while listeners can wear ear-shaped badges or "listener" labels.

Closure

Discussion

Build a discussion around the following questions:

- What do we need to do to be active listeners?
- Why is it important to be active listeners?
- When should we be listening actively?

Explain the activity that will be sent home. A few days after the home-school connection is sent home, provide time in class to discuss some of the things students learned in their discussions with family members about active listening.

Home-School Connection

Letters home and home activities are provided (pages 156–158) at the primary and intermediate level. The goal of the activities is to involve the family in thinking about active listening and explore when active listening is used at home.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 7–11

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   ____

   ____

   ____

   ____

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Review of Objectives for Lessons 7–11

Objectives for Lessons 7–11

Lesson 7: Many Perspectives (K–2)

- Recognize that there can be many differing perspectives on a given topic or situation.

Lesson 8: Perspective Labs (3–5)

- Recognize that there can be many differing perspectives on a given topic or situation.

Lesson 9: Someone Else's Shoes (K–5)

- Recognize another person's perspective in a situation or on a given topic.

Lesson 10: Listening Important (K–5)

- Recognize that listening is important.
- Identify ways to communicate the desire to be listened to and understood.

Lesson 11: Active Listening (K–5)

- Identify skills for active listening

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 7–11

Lesson 12
Pigs and Wolves

Grades K–2
2 sessions:
30 minutes
60 minutes

Objectives

- Recognize another person's perspective in a situation or on a given topic.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Materials

- Letter home (page 159)
- Standard version of "The Three Little Pigs"
- *The True Story of the 3 Little Pigs* by Jon Scieszk
- *The Fourth Little Pig* by Teresa Celsi
- Outlines for pigs and wolf puppets (and construction paper and popsicle sticks) (pages 160–161)
- Game Show Answers overhead (pages 162)
- Retelling the Tale idea sheet (page 163)

Adult Reflection

Can you think of a past experience with someone (e.g., a family member, student, or colleague) in which you initially were judgemental of them... and then you changed your opinion? Initially you thought your own perspective was the way it was. But something happened which helped you see the person from a less critical or more compassionate perspective. Were you able to understand or see them from another perspective? What helped you to make this shift? The following lesson helps children and adults examine current perspectives, and helps them shift paradigms/viewpoints by experiencing the same story through different lenses. The story: "The Three Little Pigs."

Home-School Connection

Send the letter home (page 159) at least a week prior to this lesson. The letter encourages a perspective taking discussion to occur at home.

Session 1

Introduction

Read Aloud

Tell the class you are going to read a story that most of them already know. For those who know the story: Who are the characters in this book? (Hold up the book. Ask the children to identify the characters.)

Tell the class to think about the characters as you read the story, and the choices they make — are they good choices or bad choices?

Read aloud a traditional version of "The Three Little Pigs."

Note: You cannot assume all children have heard this story. Some cultures know and tell this story; others do not.

Activities

Game Show (Round 1)

Divide the children into groups of 4. Give each group a set of stick puppets (wolf, straw pig, stick pig, brick pig). Either make these figures up ahead of time, or allow time for each group to make a complete set for their use. Review the story characters (straw pig, wood pig, brick pig, wolf).

Explain the game as follows:

- Pretend you're on a game show on TV. I'm the TV show host and you're the teams. I'll ask a question, and your team can talk to each other about your ideas and then decide on a group answer.

(Ask students to briefly say what they need in order to work well together: Listen to one another, make sure everybody gets a chance to share their ideas.)

- Once you've made a group decision ("We all think it's the Stick Pig"), someone in the group hold up the character or characters as your group answer. Once groups have come up with an answer, I'll call on each group and ask them to explain their answer.

Play the game, asking the questions below. Keep a tally of each group's answers on the overhead (page 162) so that you can refer back to questions and different answers given.

If groups make their decisions quickly, remind them they need to give reasons for their answers.

- Question 1: What character or characters did the wrong thing or made a bad choice? It may be one character, it may be more than one.
- Question 2: What character or characters did the right thing or made a good choice?
- Question 3: If you had to pick one character who acted bad or did unkind things, who would that character be?

Discussion

Refer to the results on the overhead tally. Ask children to think about how the different groups answered. Did all groups have the same answer for Question 1, or were there different answers? Question 2? Question 3?

Talk about why the groups answered the way they did. Ask the class questions about their answers, such as:

- Why do you think we all said that ____ made good choices?
- Why do you think that some groups said ____ while other groups said ____?

As different groups or individuals share their perspective, encourage the use of active listening skills.

Review the word "perspective." Most of the groups will probably write "the wolf" for Question 3. Overtly label their response to Question 3 as their *perspective.* Write this word on the board. Use this word as you talk about people's responses to Question 3. (Many of you shared the perspective that the wolf was the bad guy, etc.)

Ask the following questions:

- Why do you feel the wolf did the wrong thing, or acted unkindly? (Encourage different ideas, modeling that there are probably a variety of reasons people thought the wolf did the wrong thing.)

***Adaptation Suggestion*:**

Instead of the overhead answer sheet, make a poster of the answer sheet and have team members come up and record their own response. This way, a visual graph is created and the students are more active.

- You shared your perspectives about the story. Do you think the person who wrote this book was trying to communicate a certain perspective about the wolf? The pigs? What do you think it was? Did it work? Did the writer convince you to see things a certain way?

Have small group members tell one another one thing they did well together, as a team.

Session 2

Read Aloud

Tell the class you will now read *The True Story of the Three Little Pigs* by Jon Scieszk. Ask the class to remember the traditional three little pigs story, and from whose perspective the story was told. Whose perspective do they think this version of the story is told? Show the class the book, and ask them to look at the author's name (the author is presented as "A. Wolf"). Tell the class to listen carefully and try to understand the story from the wolf's perspective.

Read aloud *The True Story of the 3 Little Pigs.*

Have children sit with their groups from Day 1, and discuss the following questions. Then call on the groups and ask them to share their answers:

- Why do you think this is called *The True Story of the Three Little Pigs*? (It is true, from the wolf's perspective.) What does the wolf mean when he says "I was framed"?

- What was the wolf's view as to why he ate the pigs? How did he form such a perspective? (Encourage kids to think of examples of incidents in the story that build his case.)

- What do you think might be the perspective of the three pigs in this version of the story? (We really don't know what their view is. Might also be a time to link back to the previously read version and ask if we knew what the pigs' and wolf's perspectives were in that version.)

Game Show (Round 2)

Put up a clean copy of the Game Show Answers overhead (or a clean Game Show Answers poster). Children should be with their teams, and have their character puppets. Play the game again, repeating the three questions from before (What character or characters made a bad choice? What character or characters made a good choice? If you had to pick one character who acted unkindly, who would it be?) and tally the responses.

Discussion questions:

- How did our answers differ from the last time we played this game? Why?
- What do you think was the main point or message of the story from A. Wolf's "True Story" version?" (Also ask, what do you think the main point was from the popular version of "The Three Little Pigs"?)
- Why did I want you to hear two versions of this story? What do you think I want you to learn or understand? (What is the teacher's viewpoint?)

Read Aloud

Tell the class:

- We heard a story that was more from the perspective of the pigs, and then we heard another story from the wolf's perspective. Could there be other perspectives as well? Might there have been someone else... a neighboring owl perhaps, or a pig relative, who might have had even another view of all of this?

Tell the class another author wrote a version of this story through the eyes of a sister pig. Ask the class to listen to the story, and think about her perspective in comparison to that of the three brother pigs.

Read aloud *The Fourth Little Pig* by Teresa Celsi.

Discussion questions:

- In what ways was this story similar to the other two books we read? Different?
- Were there any new ideas or perspectives in this book? Were there any things the sister pig thought of that surprised you, or you hadn't thought of before?
- What do you think is an important lesson from this story? What did you learn?
- What do you think the author wants you to learn?

Creative Project

Tell the class the authors of *The True Story of the Three Little Pigs* and *The Fourth Little Pig* (hold up books as a visual reminder) took a story that was already well-known and changed it. They created a new perspective of the story, to make a point and surprise the reader.

Tell the class they will get to do that now. In groups, they will re-create other well-known stories or poems from different angles.

Divide the class into groups to work on their stories. Use the Retelling the Tale handout (page 163) or have other choices available. The groups will need support in coming up with ideas, and encouragement as they prepare and practice their skits.

After they have re-created their stories, each group can do a short skit to act it out. Students share their skits with one another.

Closure

Discussion

Take time to pause with the students and say: It's great we made this effort to create skits and take risks.

Ask: What did we learn in creating these stories? Tell one thing you learned as we did the pigs and wolves lesson.

Lesson 13

Stepping into the Hooves and Paws of Pigs and Wolves

Grades 3–5
2 sessions:
40 minutes
60 minutes

Objectives

- Recognize another person's perspective in a situation or on a given topic.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Materials

- Letter home (page 159)
- Traditional version of "The Three Little Pigs"
- *The True Story of the Three Little Pigs* by Jon Scieszk
- *The Fourth Little Pig* by Teresa Celsi
- Game Show Answers overhead (page 162)

Adult Reflection

Can you think of a past experience with someone (e.g., a family member, student, or colleague) in which you initially were judgemental of them... and then you changed your opinion? Perhaps initially you thought your own perspective was the way it was. But then something happened which helped you see the person from a less critical or more compassionate perspective. Were you able to understand or see them from another perspective? What helped you to make this shift? The following lesson helps children and adults examine current perspectives, and helps them shift paradigms/viewpoints by experiencing the same story through different lenses. The story: "The Three Little Pigs."

Home-School Connection

Send the letter home (page 159) at least a week prior to this lesson. The letter encourages a perspective-taking discussion to occur at home.

Introduction

Read Aloud

Tell the class you are going to read a story that most of them already know. Acknowledge that "The Three Little Pigs" is not typically a story read or enjoyed by older students such as them, but you are using the story to make a point. Encourage them to grasp the ideas and not get hung up on the story used.

Ask: For those who know the story, who are the characters in this book? Hold up the book. Ask the children to identify the characters.

Tell the class to think about the characters as you read the story, and the choices they make — are they good choices or bad choice?

Read aloud a traditional version of "The Three Little Pigs" (or have a student read the story).

Note: You can not assume all children have heard this story. Some cultures know and tell this story; others do not.

Activities

Test

Adaptation Suggestion:

A "whole body vote" may be a more active strategy than a test. Post pictures/names of characters (wood pig, brick pig...) at different locations of the room. When asking the questions, have the students move to the location of the character that matches their response. This is a great way to get all the students actively involved. It may also meet the needs of a student who is working on mobility.

Tell the class they have to take a test, but they get to take it in pairs. Divide the class into pairs. Each class should get out a piece of paper and a pencil. Review the story characters and put their names/pictures on the board (straw pig, wood pig, brick pig, wolf). Tell the class they can only talk to their partner as they answer the questions.

- Question 1: Write down the name or names of any character who you feel did the wrong thing or made a bad choice. It may be one character, it may be more than one.
- Question 2: Write down the name or names of any character who you feel did the right thing or made a good choice.
- Question 3: If you had to pick one character who was especially bad or did unkind things, who would that character be? Write that name down. Why did you write this name down?

Collect the papers. Read aloud their responses. As you read, have a student(s) keep a tally of the responses on the board or make an overhead of the game show answer form (page 162).

Discussion questions:

- What do you notice about how the pairs answered the different questions? (Did everyone say the same thing for question 1? Were there any different answers?)

Spend more time on question 3. It is anticipated that most of the pairs will write down "the wolf" for question 3 (although some kids may view it differently).

Write the word "perspective" on the board. Use this label as you talk about people's responses to test Question 3. (Many of you had a perspective of the wolf as 'the bad guy, etc.)

Ask students to think about why they might have a certain perspective. Hear responses to the following questions viewpoint by viewpoint. (Let's first hear from students who felt that the wolf was doing the wrong thing. After that we will hear from students who felt that the straw house pig was doing the wrong thing.)

Ask: Why do you feel the wolf did the wrong thing, or acted unkindly? (Encourage different ideas, modeling that there are a variety of reasons people might think the wolf did the wrong thing or acted unkindly.)

Ask the students to help summarize what was learned in the previous discussion. Foreshadow to the next lesson with these questions:

- Today you shared your perspective about the story. You also identified certain perspectives of the characters within the story. What do you think was the author's perspective? What ideas or opinions was the author trying to communicate? Do you think the person who wrote this book was trying to share a certain perspective about the wolf? The pigs? What do you think it was?

- Do you think that the writer's perspective affected yours? In what way?

Read Aloud

Session 2

Tell the class you will now read *The True Story of the Three Little Pigs* by Jon Scieszk. Ask the class to remember the traditional three little pigs story, and from whose perspective the story was told. Whose perspective do they think this version of the story is told? Show the class the book, and ask them to look at the author's name — the author is presented as "A. Wolf." Tell the class to listen carefully and try to understand the story from the wolf's perspective.

Read aloud *The True Story of the 3 Little Pigs.*

Discussion questions:

- Why to you think this story is called *The True Story of the Three Little Pigs*? (It is true, from the wolf's perspective). What does the wolf mean when he says "I was framed"?
- What was the wolf's view as to why he ate the pigs? How did he form such a perspective? (Encourage kids to think of examples of incidents in the story that build his case.)
- The wolf says, "If cheeseburgers were cute, folks would probably think you were Big and Bad too." What did he mean by this?
- The wolf says, "Think of it as a big cheeseburger just lying there," referring to a dead pig. Why did he say that?
- What do you think might be the perspective of the three pigs in this version of the story? (Ask if we knew what the pigs' and wolf's perspectives were in the first story.)
- What might be the perspective of the newspaper? How did the people at the newspaper form their perspective?

Small-Group Discussion

In small groups, have kids discuss and reflect upon their learning using the following questions.

- What are you learning so far, from looking at this story from different authors' perspectives?
- What do you think was the main point or message in the original "Three Little Pigs"? In the "True Story" version?
- Why did I want you to hear two versions of this story? What do you think I want you to learn or understand? (What is the teacher's viewpoint?)

Hear back from the small groups. Remind students that they will be hearing various perspectives, and that there is not a right and wrong, simply different viewpoints. List their ideas on the board.

Read Aloud

Tell the class: We heard a story that was more from the perspective of the pigs, and then we heard another story from the wolf's perspective. Could there be other perspectives as well? Might there have been someone else... a neighboring owl perhaps, or a pig relative, who might have had even another view of all of this?

Tell the class another author wrote a version of this story through the eyes of a sister pig. Ask the class to listen to the story, and think about her perspective in comparison to that of the three brother pigs.

Read aloud *The Fourth Little Pig* by Teresa Celsi.

Discussion questions:

- In what ways was this story similar to the other two books we read? In what ways was it different?
- Were there any new ideas or perspectives in this book? Were there any things that the sister pig thought of that surprised you, or you hadn't thought of before?
- What message do you think the author was trying to communicate? In other words, what do you think the author wants you to learn?

Creative Project

Tell the class the authors of *The True Story of the Three Little Pigs* and *The Fourth Little Pig* (hold up books as a visual reminder) took a story that was already well-known and changed it. They created a new perspective of the story to make a point and surprise the reader.

Tell the class they will get to do that now. In groups, they will re-create other well-known stories or poems from different angles.

Assign students to pairs or small groups. Have the students re-create well-known stories from different angles. It could be any story. However, folk tales and fables are a good source to consider. This activity could take place over several days or a week, depending upon whether you want students to create their own written story with pictures and text, put on a play, or simply make up a story to tell in a small group.

Once the students have picked a story to re-create, they should:

1. Identify the perspective that the story currently reflects.
2. Brainstorm ways to rewrite the story.
3. Determine which idea they will use.

4. Develop their story.

Have students share what they created (as a book, play, etc.). It could be simply a class performance. Another possibility is for older students to perform or read their story to younger children at the school (perhaps first reading the more popular version of a story).

Closure

Discussion

Take time to pause with the students and say: It's great we made this effort to create skills and take risks.

Ask: What did we learn in creating these stories?

Lesson 14

Who's My Family? Who's Your Family?

Grades K–2
40 minutes

Objectives

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives on a given topic or situation.
- Identify/generate new perspectives to consider.

Materials

- Letter home (164)
- Poem (page 165)
- *We Adopted You Benjamin Koo* by Linda Walvoord Girard.

Adult Reflection

How do you define family for yourself? What has influenced your perspective? How do you define family for your students? Is this the perspective that you'd like to continue to have? In what ways do your beliefs and actions line up? Do you have a goal for changing or improving your perspectives on and interactions with families? A way to help children and adults learn about perspectives is to support self-examination and reflection on everyday experiences. Family is something that everyone in some way has some experience with, yet each family is unique.

Home-School Connection

Send home the letter (page 164) and the poem (page 165) a week ahead of this lesson, to support families in beginning a discussion with their children. This will support the child's more active involvement in the classroom discussion, as well as welcome families into the dialogue. When you hand out the poem a week ahead of this lesson, spend a few minutes discussing what is in the letter.

Introduction

Discussion

Tell the class that today you will examine your perspectives about family. Ask the class what it means to be a family, from their perspective. Have children turn to a partner and answer the question:

- What does the word "family" mean to you?

Hear from pairs about how they responded to this question. At this point, simply listen to people and affirm their ideas. Restate ideas. (You view family as people who live in the same house. Your perspective is that a family plays games together.)

Activities

Read Aloud

Tell the class you are going to read a book about a boy named Benjamin. Tell the class to listen carefully, and think about how Benjamin and his family define "family." What is the same about Benjamin's family, and what is unique or unusual about his family?

Read aloud the book *We Adopted You Benjamin Koo* by Linda Walvoord Girard.

Help students identify and understand various perspectives reflected in the book by facilitating a discussion around the following questions:

- Who is Benjamin's family? In what ways is your family the same as his? In what ways is your family different from his?
- What are some of the things that Benjamin is having a hard time with? Why is he struggling?
- What was Benjamin's perspective about what a mother is before talking with his counselor at school? What was his perspective afterwards?

Note: It may help to refer back to the conversation he has with the counselor: "How do you know a duck is a duck? If it walks like a duck and quacks likes a duck, then it is a duck. And whoever talks like a mom and loves you like a mom and stands behind you like a mom, is your mom." What does this mean? What does this have to do with families? (Whoever acts, talks, or moves like a family can be your family.)

- What are things that Benjamin's family celebrates? Do you think these are the only things they celebrate? Does your family celebrate or have special days, traditions, or events?

Class Book

Ask children to create a picture that shows their families. They may choose to write who people are, either with their names (Sulu), or titles (Mom)—whatever feels the most comfortable to them. Encourage them to draw a picture and write words about one of their favorite family activities. (What's something you do together as a family? Or something you say? A way you show love for each other? A way you have fun? Things that are taught or learned with someone else in your family?)

Note: For children who have difficult home lives, this may be a hard thing for them to do. Some children may experience such daily devaluing or abuse that they have little or no sense of safety or belonging at home. Give the option to students to either draw a picture of something their family already does together or says to one another, or something you would like your family to do together or say to one another.

Messages to emphasize as they work on their pages: There are not right and wrong answers to this. This is your perspective as to who is your family and what makes you a family. You may use words, pictures, or both. Don't worry if you don't think you draw well because it's the effort that counts.

Review active listening. (What will help you understand another person's viewpoint?) Then, in small groups, children can share their work and ideas.

Additional Class Book Pages

In small groups, children could make additional pages for the class book. Groups could create group picture collages of one or more of the following ideas:

- Special Holidays And Events to Celebrate. In the story, Benjamin's family celebrates America Day, as well as Carnival and Korean New Year. What does your family celebrate? How?

- Unique Like a Snowflake. Although families around the world may have things in common, each family is unique and "one of a kind" in certain ways, like a snowflake. Draw examples of unique and special things about your families.

Adaptation Suggestions:

For class book pages, students might:

- *Cut and paste magazine pictures instead of drawing.*

- *Work in pairs.*

- *Use the computer as a means to create book pages instead of manually drawing or writing.*

- *Tape-record some ideas, with the help of a family member, and bring the tape to class to share with classmates.*

- Love and Care. Almost all people agree that a family should be people who love and care about you. Draw examples of families showing love and care.

Closure

Discussion

Ask children to help identify small group behaviors that helped them reach their goal. The teacher could also make observations (I heard many of you say ____, which helped others share.)

- Share one thing you learned about perspectives on families. Something new or surprising you learned about yourself? Something you learned from the Benjamin book? Something you learned from your classmates?

Stretchers

Some ideas:

1. Ask for a "parent panel" to come in and be interviewed by the class about their (the adults) various view points about what a family is to each of them.
2. Have a gathering to celebrate families. Students could design presentations/projects, to be displayed or presented at a gathering. Refreshments could be provided.

Lesson 15

What it Means to be a Family

Grades 3–5
3 sessions:
50 minutes each

Objectives

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives in a given situation or on a given topic.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Materials

- Letter home (page 166)
- Home activity (page 167)
- *We Adopted You Benjamin Koo* by Linda Walvoord Girard.
- Family worksheets (pages 168–174)

Adult Reflection

How do you define family for yourself? What has influenced your perspective? How do you define family, for your students? Is this the perspective that you'd like to continue to hold? In what ways do your beliefs and actions line up? Do you have a goal for changing or improving your perspectives on and interactions with families? A way to help children and adults learn about perspectives is to support self-examination and reflection on everyday experiences. Family is something that everyone in some way has some experience with, yet each family is unique.

Home-School Connections

Send home the letter and interview activity (pages 166–167) at least a week prior to the beginning of the lesson. This will strengthen the children's active involvement in classroom instruction, as well as welcome families into the dialogue.

Session 1

Introduction

Ask the class to think about what it means to be a family from their perspectives. From other perspectives? Tell the class that during the next several days/weeks, they will learn from one another about different perspectives on family. Explain that one way they will do this is to create a class book about families.

Note: This lesson involves creating a class book that includes a page from each students depicting his or her family, as well as six other pages that are a collection of ideas from small groups. This could be structured in other ways (e.g., small groups create books together; group collages/writings on poster paper for various questions; each child do his/her own book, then read stories to each other or trade books). The important thing is to encourage the children to share their own experiences and listen to others'.

Activities

Discussion

Have students turn to a partner and answer these two questions:

- What does the word family mean to you?
- Do you have a picture in your mind of what an ideal family looks like? Do you have a dream or hope about what people do for you, how they treat you? How you treat others?

Share responses in the large group. Listen to people and affirm their ideas. Restate ideas. (You view family as people who live in the same house. Your perspective is that a family plays games together.)

Note: This may be a good time to bring up the word "stereotype" (any generalization about a group of people). Facilitate dialogue about family stereotypes. For example: Is there an ideal family, or is that a stereotype?

Here Is My Family (Chapter I)

Have children create pictures showing themselves and their families. They may write who the people are, either by their names, or relationships—whatever feels most comfortable to them. Encourage them to draw pictures and write words about favorite family activities. (What's something you do together as a family? Something you say? A way you show love for each other? A way you have fun?)

Note: This may be hard for children who have troubled home lives. Some children may experience daily devaluing or abuse and have little or no sense of safety or belonging. Give the option to students to either draw a picture of something their family already does together or says to one another, or something you would like your family to do together or say to one another. "I wish my family…."

Provide class time to work on book pages (with words, pictures, a poem). Review active listening (What will help you to see things from the other person's point of view?) and helpful team behaviors.

Messages to emphasize as they work on their pages: There are not right and wrong answers to this. This is your perspective about who is your family and something about you all that makes you a family. Don't worry if you don't think you draw well; it's the effort that counts.

In small groups, have children show and tell about their pictures.

Tell the class that tomorrow (or the next lesson) they will hear a story about a boy who has been adopted, and wonders who his real mom is. "How do you know a duck is a duck?" one of his teachers asks, "If it walks like a duck and quacks like a duck, then it is a duck. And whoever talks like a mom and loves you like a mom and stands behind you like a mom, is your mom."

Ask the class to think about this. How are families supposed to act? Talk? Be with one another?

Session 2

Read Aloud

Remind students of the final discussion from the last lesson. Read aloud the book *We Adopted You, Benjamin Koo* by Linda Walvoord Girard.

Facilitate a class discussion or have small groups discuss the following questions. Help students identify and understand various perspectives reflected in the book.

- Who is Benjamin's family? In what ways is your family the same as his? In what ways is your family different from his?
- What are some of the things that Benjamin is struggling with? Why is he struggling? What was Benjamin's perspective about what a parent/mom is, before talking with his counselor? What is his perspective afterwards?

- What is Benjamin's perspective about what a family is, and who he is? Where do you think his perspective about family comes from? Does his view and experience ever come in conflict with other people's perspectives on family? Does he ever feel pressures or stereotypes of how people think he should be? Look? Act?

- What are things that Benjamin's family celebrates? Do you think these are the only things they celebrate? Does your family celebrate or have special days, traditions, or events?

- Have you ever had people ask you uncomfortable questions about your family? What are some of the things people might say? (Sometimes children get questions like "Is that your real mom?" or "Where is your Dad?" or "Why don't you have any brothers or sisters?" or "How come you live with your Grandma?" or "Which lady is your Mommy?")

- How do you feel when they say/ask such things? Does it feel positive? Neutral? Frustrating? Yucky? Silly? Why do you feel that way?

- Why do you think people ask/say such things? (It's their point of view. They don't know of any other way. They are asking things from their perspective.)

Note: Questions could easily extend over a period of several days or weeks. Some may be useful journal starters as well.

Group Book Project

Remind students about the book(s) they are creating. Thus far, each student has designed one page that describes his/her family. They will continue working on them now. Divide the class into six (or more) work groups of four or five students. The groups are as follows:

- Name
- Sad & Hard
- Celebrate
- Love & Care
- Teasing & Pressure
- Unique & Special

Provide groups with the handouts (pages 168–174). Each work group will do one of the pages for the book.

Adaptation Suggestions:

For class book pages, students might:

- *Cut and paste magazine pictures instead of drawing.*
- *Work in pairs.*
- *Use the computer as a means to create book pages instead of manually drawing or writing.*
- *Tape-record some ideas, with the help of a family member, and bring the tape to class to share with classmates.*

Note: A variation is for each group to create a page on each topic. Each group would do the same page, then share as a large group, followed by the whole class moving onto the next one. Or randomly assign kids for the first round, and if you want to have the kids experience more than one group page, they can pick their group for the second round. Any of these variations allows small groups to experience thinking about their own and different perspectives.

Each group should identify a drawer/writer, a reporter, and an encourager. (Is everyone being asked their opinion? Are each person's ideas in some way included in the picture?)

Allow time for the students to complete book pages.

Sharing

An important part of this learning will be to identify opportunities for the children to see or hear about the pages created by various groups, and reflect on what they are learning about their own perspectives on family, and other people's perspectives.

Ideas for setting up the sharing time: Small groups take turns sharing, and then have the book available for people in the class to take turns checking out or reading at school. Or, after the children have reviewed the book parts, have them create an introduction and closing to the book.

Closure

Discussion

Ask the class what they learned about their own beliefs and perspectives on family. About students in your class? From Benjamin Koo? Why might that be important or useful learning?

Stretchers

Students can conduct a school-wide survey (designing questionnaires and gathering information) on what people in the school celebrate. You can incorporate math and science outcomes—for example, results could be bar graphed grade level by grade level. Students could help analyze the information and generate implications. So what does this information tell us about our school? In what ways does our school already support and show valuing of these different perspectives on celebrations? What changes or additions might be helpful?

Observing and analyzing various television and movie clips (past and present) may offer other examples of perspectives on family.

Session 3

Adaptation Suggestion:

Cross-age grouping would be a way for the older children to share their learning with younger children (reading their family book). This would be especially beneficial for certain older students who may frequently be the recipients of help from peers; when paired with a younger child, that student is now a giver, not a receiver, of support.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 12–15

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------- NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

Review of Objectives for Lessons 12–15

Objectives for Lessons 12-15

Lesson 12: Pigs & Wolves (K–2)

- Recognize another person's perspective in a situation.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Lesson 13: Hooves & Paws (3–5)

- Recognize another person's perspective in a situation on a given topic.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Lesson 14: Who's My Family? (K–2)

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives on a given topic or situation.
- Identify/generate new perspectives to consider.

Lesson 15: Means to be a Family (3-5)

- Recognize a personal perspective about something.
- Recognize that there can be many differing perspectives on a given topic or situation.
- Examine where a perspective comes from.
- Identify new perspectives to consider.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 12–15

Lessons for Understanding

Introduction to Unit B

Other Perspectives

Dear Parent(s) and Family:

We are starting a new unit at school called "Other Perspectives." It is easy to focus on our *own* perspective. It is harder to understand someone else's perspective. Sometimes understanding another perspective leads us to changing our own. Other times, we do not change our perspective, but at least we now understand others better. Understanding the perspectives of others is an important skill that is needed in schools, homes, and communities. This awareness enables us to develop more respect and consideration in our relationships with others.

During this unit you will sometimes receive letters and home activities to complete with your child. We hope that you'll try these activities. Here are additional ways that you may want to be involved at school:

- Reading a unit story book to the children.
- Helping to plan and teach a lesson.
- Working with a small group of students on a project.
- Coming into the classroom to be interviewed by the children about your own beliefs, traditions, and hobbies.
- Sharing an unusual (to others) or antique artifact for the class to guess what it is.

Please complete the form below if you would like to share in our learning at school. We look forward to learning with you!

Sincerely,

You will automatically receive the home activities and home letters. If you'd like to be more involved, please √ check and return to me.

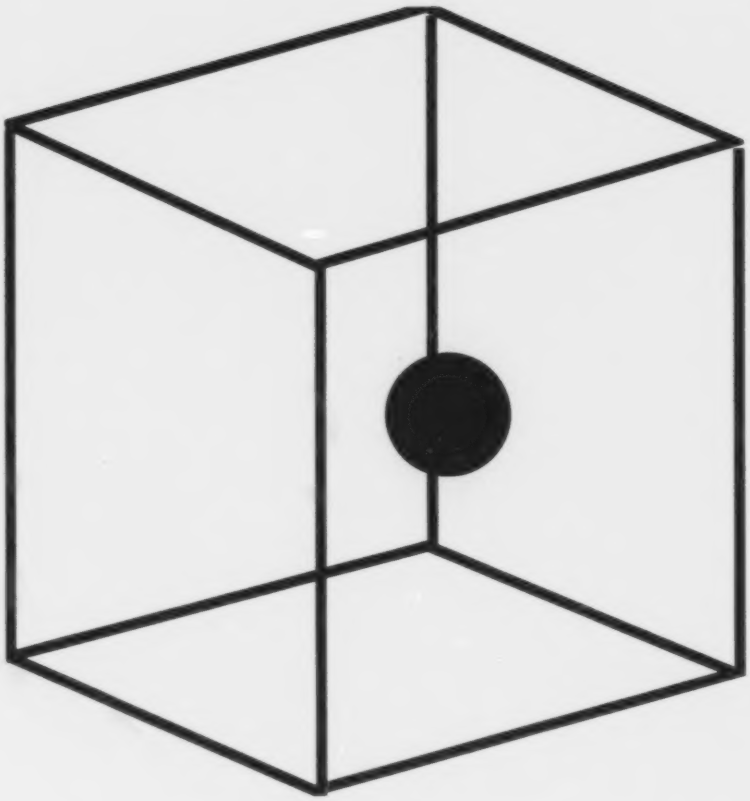
☐ I am interested in participating in classroom instruction.

☐ Here's a specific idea that I would like to help with: ______________________

____

______________________________ ______________________

Name *Date*



Lab 1: Discover a Table

What's this lab?

Pretend you are scientists from another planet. You have arrived on earth, and the first thing you see is a table. You have never seen a table before. Your job is to study the table and describe it as best you can for the people back on your home planet.

STEP 1

Each person in your group should pick a job:

Scientist A: Crawl under the table and look up at the table while laying on your back.

Scientist B: Move back about 5 feet and get down on your knees and look at the table.

Scientist C: Put your face 2 inches away from some part of the table.

Scientist D: Put your face 1 foot away and close one eye as you look at the table.

Recorder: You are back on the home planet, talking over the radio to the scientists as they describe what they see.

STEP 2

Scientists: Take turns telling what you see as you look at the table. Try to say at least two things about it.

Recorder: Write down what each person says. If someone is having trouble thinking of what to say, you can ask the "helper questions" on the recorder sheet.

Over ➻

STEP 3

Talk to one another, and answer these questions:

1. What happened when we all looked at the table from different places?
2. What did each person notice or discover about the table?
3. Did you discover different things about the table?
4. What did you learn from this?
5. What do you think the teacher wants you to learn?

STEP 4

Check with your teacher to see if there is time for you to pick another object in the room to "discover."

Lab 1: Discover a Table

Recorder Sheet

Write down what the scientists say as they describe what they see.

A: ____

____

B: ____

____

C: ____

____

D: ____

____

If someone has trouble thinking of how to describe what they see, you might help them by asking one of these questions:

Can you use more words to describe it?

Can you tell me more about the size?

Can you tell me more about the color?

Can you tell me about the shape?

What can you tell me about the texture (smooth, rough, etc.)

Does it remind you of something else?

Lab 2: Look Through Various Lenses

What's this lab?

In this box are a lot of objects to look through. Something you look through is called a "lens." There are many ways of looking at the world—and you can explore some by looking through the "lenses" in the box.

STEP 1

Everybody should take one "lens" out of the box.

STEP 2

- Pick a single object to look at — the corner, out the windows, the teacher.
- Everyone look at it through your different lenses.
- Take turns saying how the thing looks through your lens.
- As a group, do this for five different objects. You may trade lenses each time.

STEP 3

Talk to one another about what you noticed. Answer these questions:

- What did you see? What did others see?
- What did you learn in this group activity?

Lab 3: What's Your Perspective?

What's this lab?

In this lab you will each decide what your own perspectives are on a number of questions, and compare them to the perspectives of other people in your group.

STEP 1

Each person gets a worksheet and a pencil. Have the reader read each question. Everyone, including the reader, marks answers on his/her own sheet. Do not discuss or share your answers. Really try and give your own perspective and not someone else's.

STEP 2

Take one worksheet and make into a group sheet. For each question, go around the group and record each person's response on the group sheet. Use a √ check for each person's answer.

STEP 3

Talk to one another and answer these questions:

- Were there any questions that you all agreed on?
  (If yes, why do you think you all had the same perspective?)
- Were there certain questions that you felt were easier to answer?
  (If yes, which ones and why?)
- Were certain questions harder to answer?
  (If yes, which ones and why?)
- Were there certain questions you had strong and different feelings about?

Over ➻

STEP 4

Spend the remaining time writing in your journals to answer these questions:

A) What's one thing someone in your group agrees with you on?

B) What's one thing that someone disagrees with you on?

C) Write about your feelings. How does it feel to agree with other people?
How does it feel when you don't agree?

D) Did you change your perspective after learning other people people's perspectives?
If yes, why? Do you think this is an okay reason to change your perspective?

Lab 3: What's Your Perspective?

Put a √ by your answer.
Remember to give your *own* perspective.

	☺ **Yes, I agree**	☹ **No way**	😐 **Not sure**
1. Eating hot lunch at school is better than bringing my own lunch.			
2. Wearing nose rings for fashion is okay for some people.			
3. Kids should have homework every night.			
4. The state fair is fun.			
5. Dying your hair purple is ugly.			
6. Eating pizza for breakfast is okay.			
7. It's good manners to say "excuse me" after burping in public.			
8. You should try to recycle, reduce, and reuse.			
9. It's a good idea to keep a gun in your house for protection.			
10. People should throw their trash away instead of littering.			
11. It's rude to leave the toilet seat up.			
12. Making your bed is a waste of time—you just mess it up again, anyway.			
13. Dogs are smarter than cats.			

Lessons for
Understanding

Perspective Labs

Dear Parent(s) and Family:

Today your child is bringing home two quick games we played in school today. The object of the games: to recognize there can be different perspectives or viewpoints on the same thing.

Please take five minutes with your child to let them show you these games. We hope it's fun for you, too!

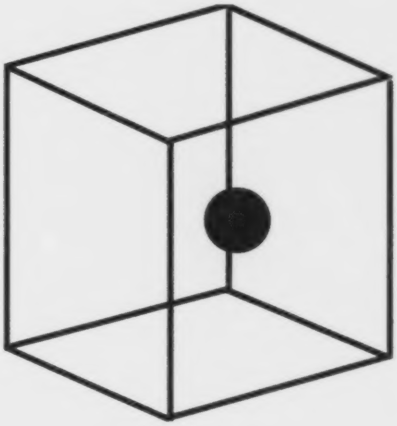
Sincerely,

Lessons for
Understanding

Perspective Labs

Ball and Cube Picture

Show your family this picture. Ask "Is this ball inside or outside of the cube?" Then let them know they are all right. "It depends on how you look at things. That's your perspective!"



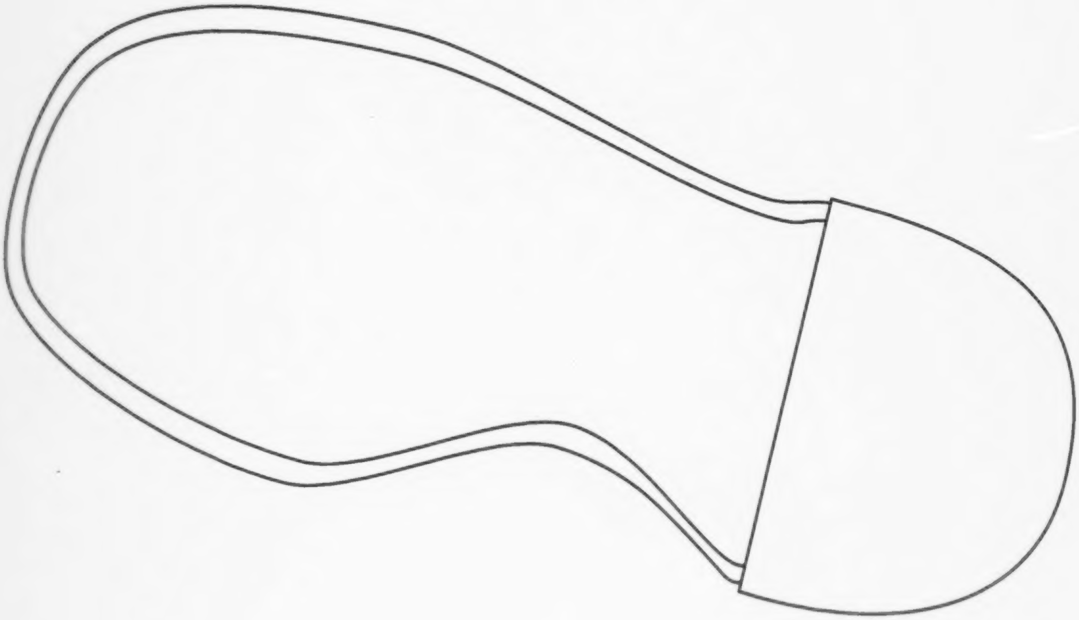
What Color is this Paper?

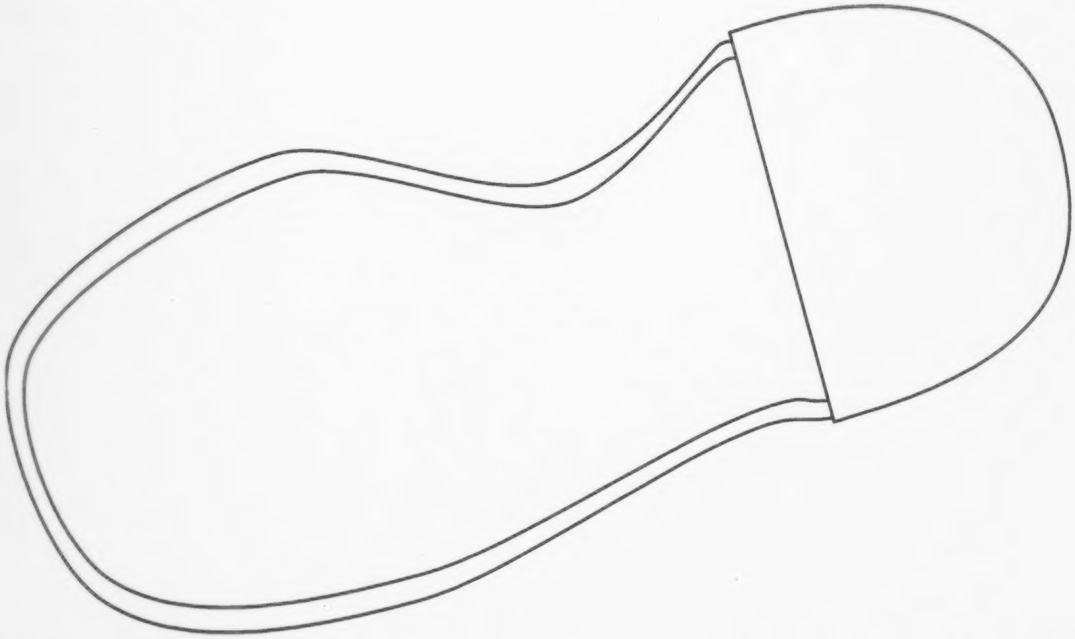
Have your piece of "2 colors" paper hidden. See if you can get at least 2 people to watch, and have one person on either side of you. If you only find one person, you can play along as the second person. Pull out the paper so that each person only sees one side. Ask "What color is the paper?"

Have fun explaining again how you both looked at the same thing, and saw different sides of the paper. Tell your family, that is how real life can be sometimes. People can see different sides of the story, and in a way they can both be right.

Be ready to share at school what happened when you did these games at home.

P.S. It's OK if the games don't go the same way at home as they did at school. It's neat that you tried!





Listening is Important

You are in gym and a classmate takes a ball away from you. You call her name but she is so busy playing with the ball she doesn't hear you.

You want to swing on the swings at the park but no one will get off of a swing. You have told them two times that you would like a turn.

You are working in a small group project. Every group member has a job to complete in your project. The group member who needs to paste the final picture onto your project is off talking to another group. She does not answer when you call her name.

You are the last one to get on the bus and there is only one seat left. The student sitting next to that seat says you can't sit there and won't remove his backpack so that you can sit down. You tell him it is the last seat, but he ignores you and stares out the bus window.

You are lying down for bed and you remember that you forgot to get your field trip permission slip signed by your parents. When you begin to tell your Dad, he says, "Go to sleep and I don't want to hear another word!"

Your little brother begins to cry after you accidentally stepped on his toe. He runs to tell your mom that you hurt him. You try to explain what happened, but your mom won't listen. Instead, she tells you to take a time out in your room. Now you will miss the end of your favorite TV program.

Lessons for
Understanding

Listening is Important

Dear Parent(s) and Family:

Today we talked about listening. We read a story about a young person who was having trouble being listened to and understood. *Ask your child to share the story with you.*

Here is a question we worked on: What could I do or say in order to get someone's attention, and let that person know that I wanted them to really listen to what I had to say? On this paper are examples of things that can happen to children. We came up with *some* ideas for these scenarios at school today. Ask your child to share ideas from school. You may also come up with other ideas.

- You are in gym and a classmate takes a ball away from you. You call her name but she is so busy playing with the ball she doesn't hear you. What could you say or do to get her attention?
- You want to swing on the swings at the park but no one will get off of a swing. You have told them twice that you would like a turn. What could you say to the children on the swings?
- You are working in a small group project. Every group member has a job to complete in your project. The group member who needs to paste the final picture onto your project is off talking to another group. He does not answer when you call his name. What could you do or say to him?
- You are the last one to get on the bus and there is only one seat left. The student sitting next to that seat says you can't sit there. What could you do or say?
- You are lying down for bed and you remember that you forgot to get your field trip permission slip signed by your parents. When you begin to tell your Dad, he says, "Go to sleep and I don't want to hear another word!" What could you do or say?
- Your little sister begins to cry after you accidentally stepped on her toe. She runs to tell your mom that you hurt her. You try to explain what happened, but your mom won't listen. Instead, she tells you to take a time out in your room. Now you will miss the end of your favorite TV program. What could you do or say?
- Can you come up with any other examples of things that might or could happen at your home?

Challenging situations, aren't they? Thanks for taking the time think about them with your child.

Sincerely,

Say	Do

Listen Maria, I Need Your Help

SKIT I

Characters: Maria, a 7th grader
José, a 2nd grader, Maria's little brother.

Setting: It is late afternoon, and Maria and José are out of school. Their mother will soon be home from work. Maria is at the kitchen sink washing the dishes. José is playing outside.

José: *Running into the kitchen.* Maria! Nobody wants to play with me!

Maria: *Not looking up from the sink, she acts put out.* What's the matter now, José?

José: *Upset, speaking louder.* I was outside playing Hide and Seek, and it was Karrie's turn to find me and Sean and Dave and Michelle, and I found a really neat place to hide in Mr. Tucker's wood pile, behind the shed, and I stayed there a really long time and nobody could find me. They didn't find me for a long time.

Maria: *Still doing the dishes, not looking up.* Look, José, Mom is going to be home in half an hour. I still have to finish washing the dishes, and I want to get started on my homework because I have a volleyball game tonight. Mom would be furious if she came home and my chores weren't done. And you don't want Mom to get mad, do you?

José: *Head down, quietly Well, no.* It's just that. . . .

Maria: *Still not looking at her brother.* Well, then. Go back outside and get out of my hair. Find something to do.

José: But Maria. . . .

Maria: José, I don't want to talk right now!

José: *Leaves the room, slamming the door.*

Listen Maria, I Need Your Help

SKIT II

Characters: Maria, a 7th grader
José, a 2nd grader, Maria's little brother.

Setting: It is late afternoon, and Maria and José are out of school. Their mother will soon be home from work. Maria is at the kitchen sink washing the dishes. José is playing outside.

José: *Running into the kitchen.* Maria! Nobody wants to play with me!

Maria: *Stops what she is doing and looks at her brother.* What's up, José?

José: *Upset, speaking louder.* I was outside playing Hide and Seek, and it was Karrie's turn to find me and Sean and Dave and Michelle, and I found a really neat place to hide in Mr. Tucker's wood pile, behind the shed, and I stayed there a really long time and nobody could find me. They didn't find me for a long time.

Maria: So you think nobody wants to play with you because they didn't find you?

José: Well, yeah. I waited and waited and nobody came.

Maria: Were you scared or just frustrated?

José: I wasn't scared. I was just frustrated because nobody found me. I wondered if they just went on playing without me.

Maria: Maybe they just couldn't find you because you had such a good hiding place.

José: Maybe. It was a new spot I found. It was really good. Maybe they're still looking for me. What should I do?

Maria: Maybe you can find them.

José: Okay! *Skips out the door.*

Lessons for
Understanding

Active Listening (K–2)

Dear Parent(s) and Family:

In class, we have been learning about Active Listening—skills that help you to understand what people are telling you, as well as letting the other person know you are interested in what they are saying. As a way to better understand what is involved in active listening we performed two skits about a big sister (Maria) and her little brother (José). Please ask your child to tell you about the two skits. Did something different happen in the second skit? What did Maria do? Say? How did José feel?

We are asking each student to ask one or two people what they say and do when they actively listen to others. Please help your child write ideas in the chart below, and have him/her bring it back to school. Thanks for your time and support!

Sincerely,

When you are a good listener , what do you say? What do you do?

Say	Do

Lessons for
Understanding

Active Listening (3–5)

Dear Parent(s) and Family:

In class we have been learning about active listening—skills that help you understand what people are telling you, as well as letting the other person know you are interested in what they are saying.

We are asking your child and you to use the Active Listening log sheet attached to record some of the times someone is trying to communicate with someone else in your household. Keep this sheet handy and jot down some notes on the listening experience. After recording a few different examples, discuss the following questions as a family:

1. Did you discover anything new about listening in your family? Anything you notice about yourself?

2. Do family members ever use active listening?

3. Is it easy or hard to actively listen? Is active listening easier or harder with certain people or in certain situations? Why?

Everybody communicates! Sometimes people communicate with words, sometimes with facial expressions, sounds, or body movements. The main goal of this activity is to help us all be aware of how we are listening to others and sharing our perspectives. Feel free to change the activity to better fit your family and child's needs.

Please remind your child to bring the listening log back to school. Thank you for your time and cooperation.

Sincerely,

Lessons for
Understanding

Active Listening Log

Who was talking? *Who was listening?*	*What were they talking about?* *Where were they talking?*	*Notes*

Lessons for
Understanding

Pigs and Wolves

Dear Parent(s) and Family:

Next week our class will begin some lessons that explore perspective-taking within stories. The class will look at a story "The Three Little Pigs," and then some other versions of this story. Most of the time, people who know this story know the version from the three pigs' perspective (the pigs are afraid of the wolf that "huffs and puffs" and tries to blow their houses down). We will also read some other versions of this story, one that takes on the view of the Wolf and another in which a sister pig comes with a more adventuresome view of the world. Students will be asked to compare the perspectives of the stories and how their personal perspective is affected.

To help your child get ready for this lesson, could you please either have the discussion or do the activity?

Discussion:

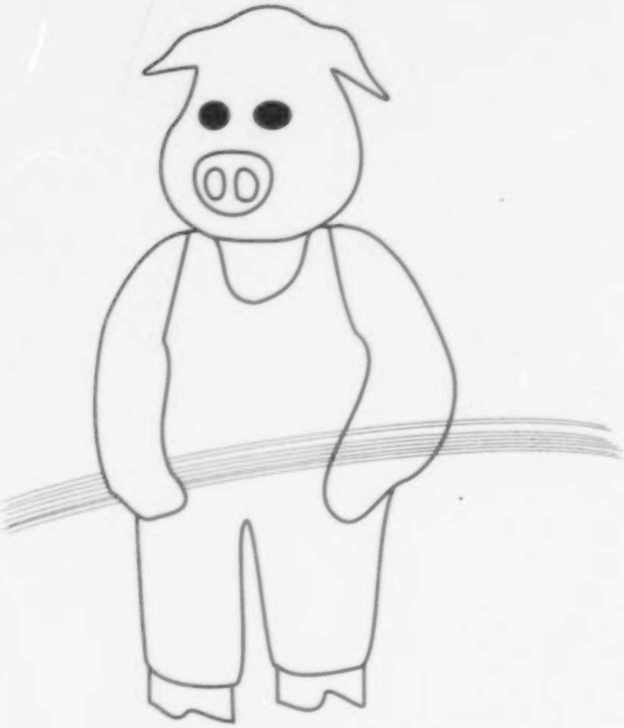
- Does your family know the three little pigs story? If so, can you tell it together as a family? Once upon a time...
- Does your family have another favorite story or folk tale? It might be a story about people in your family that has been passed on from generation to generation, or it might be a children's story or folk tale. Talk about this.
- Do different family members have different versions of the story? Does Uncle Joe remember the story differently than Grandma Tanya? Talk about the different versions of the story. These are different perspectives.

Activity:

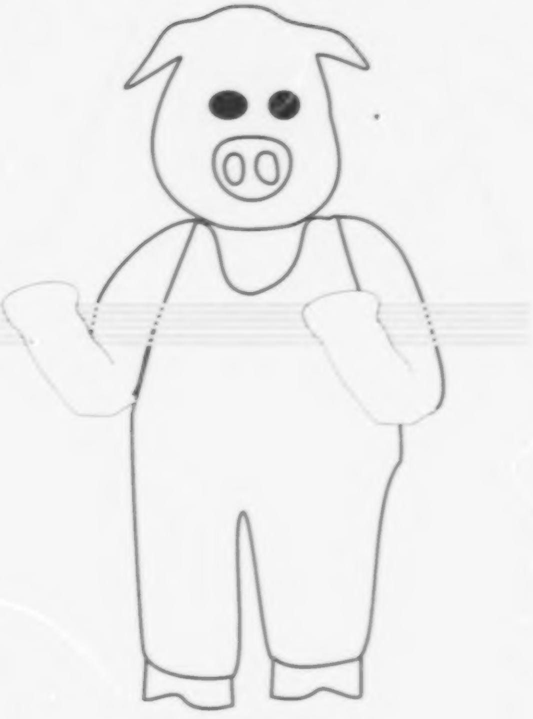
You and your child could pick out a fairy tale book or family story to share with classmates. Help your child prepare this, or set up a time to join your child in showing-and-telling to the class. It might be simply reading and showing the book. Or perhaps your child has someone else's voice on a tape telling the story while she/he shows the illustrations.

Thanks for supporting your child's learning!

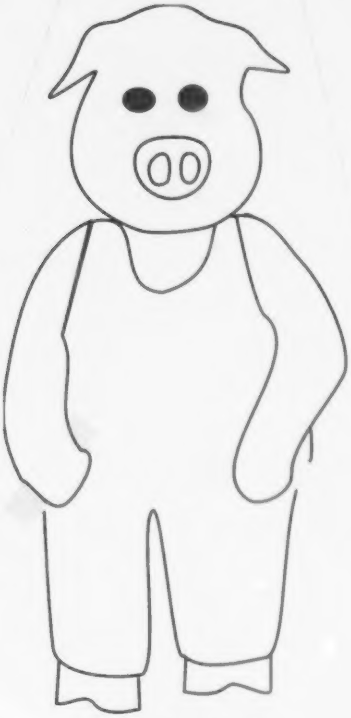
Sincerely,



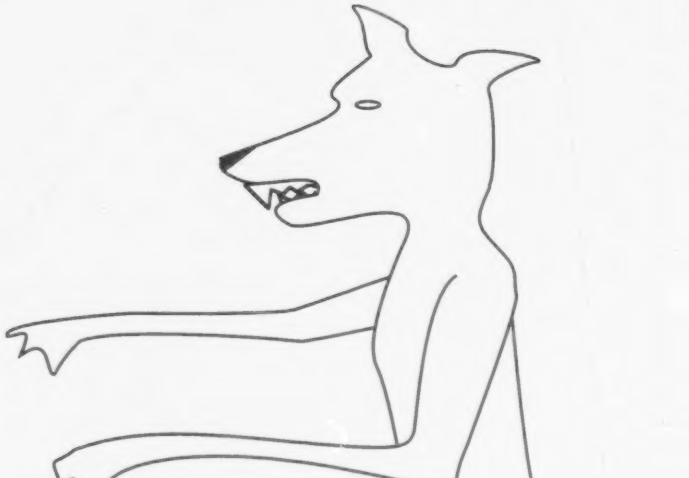
Straw Pig



Wood Pig

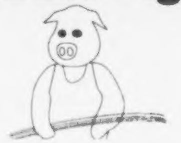


Brick Pig



Wolf

Game Show Answers

	Straw Pig		**Wood Pig**		**Brick Pig**		**Wolf**	
								
	Round 1	Round 2	Round 1	Round 2	Round 1	Round 2	Round 1	Round 2
1. Bad Choice								
2. Good Choice								
3. Unkind								

Retelling the Tale

Little Ms. Muffet

Little Ms. Muffet sat on a tuffet,
Eating her curds and whey.
Along came a spider, and sat down beside her,
And frightened Ms. Muffet away.

So the rhyme goes. But here are ways to think about it from a different perspective.

Ms. Muffet's Perspective

What might Ms. Muffet do besides run away? Are there things she could say to the spider? (Hi, Spider. Want to join me for some cottage cheese? or Pardon me, but I'm sitting here.) Are there other things she could do?

The Spider's Perspective

What was the spider's viewpoint of this? Was he trying to be mean and scare Ms. Muffet, or could he have had a reason to visit? Could he have approached her differently, so he wouldn't scare her? (Do you mind if I join you?)

Note: *Miss Spider's Tea Party* by David Kirk is an excellent story from a spider's point of view.

Other Stories and Rhymes

The Three Billy Goats Gruff

Chicken Little

Cinderella

Rumpelstilsken

Ali Baba and the Forty Thieves

The Old Woman Who Lived in a Shoe

A Visit From St. Nicholas ('Twas the Night Before Christmas)

The Tortoise and the Hare

…Your own favorite fairy tale or rhyme

Lessons for
Understanding

Who's My Family? Who's Your Family?

Dear Parent(s) and Family:

We are learning what being a family means to each of us. We will be exploring this through reading stories, making pictures, and having discussions. Could you please read the attached poem and talk about the following questions with your child during the next week?

- Is there a fun sentence you could add to the poem to tell about your family?
- What are some ways that you are the same as other families in the neighborhood?
- Are there ways that you feel different or special from other families in the neighborhood? What are you especially proud about with your family?
- Are there any photos or object in your home that symbolize something about your family?

Talking about these things will help your child participate at school. Your child is encouraged to bring a photo of family members to share with our class, so we can better know your child and family. If you have questions or ideas on ways we can work together at helping the children gain some new understanding about families, please let us know!

Sincerely,

Lessons for
Understanding

What is a Family?

by Mary Ann Hoberman

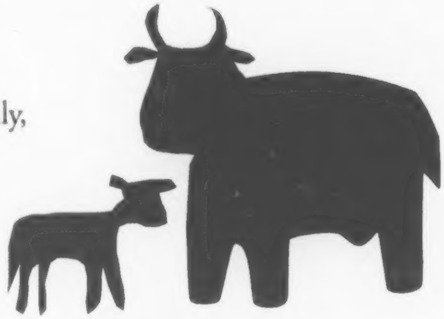
What is a family?
Who is a family?
One and another makes two is a family!
Baby and father and mother: a family!
Parents and sister and brother: a family!

All kinds of people can make up a family
All kinds of mixtures can make up a family

What is a family?
Who is a family?
The children that lived in a shoe is a family!
A pair like a kanga and roo is a family!
A calf and a cow that go moo is a family!

All kinds of creatures can make up a family
All kinds of numbers can make up a family

What is a family?
Who is a family?
Either a lot or a few is a family;
But whether there's ten or there's two in *your* family,
All of your family plus *you* is a family!



From FATHERS, MOTHERS, SISTERS, BROTHERS, by Mary Ann Hoberman.
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Lessons for
Understanding

What it Means to be a Family

Dear Parent(s) and Family:

We are learning what being a family means to each of us. We will be exploring this through reading stories, making pictures, and having discussions. Could you please read the attached poem and talk about the following questions with your child during the next week?

Sometime in the next week, please set aside time for your child to "interview" you on family perspectives (see attached worksheet). The things you are interviewed about will then help your child participate in school lessons we will do the week of ____________________.

Your child is encouraged to bring a photo of family members to share with our class, so we can better know your child and family. If you have questions or ideas on ways we can work together at helping the children gain some new understanding about families, please let us know!

Sincerely,

Lessons for
Understanding

Interview: What it Means to Be a Family

Directions: Interview one person in your family. You should ask the questions below, but you can also ask other questions.

Person interviewed: ______________________ Relationship to you: ______________
(Mother? Grandfather? Sister?)

1. What is your full name? ____

2. Is there any special reason you have this name? (Because someone liked the way it sounded? It was grandma's name? It was given to you by your foster parent?)

   ____

   ____

3. What are days or events that our family celebrates? (Hint: Birthdays? Religious Holidays? Two families becoming one family day? Citizenship Day?)

   ____

   ____

4. What makes our family special and "one of a kind" ? Is there something that we're especially proud about, as a family?

   ____

   ____

5. Do you have a photo to share?

Please return to school by ______________________. Thank you!

Here is my Family

Draw a picture of you with your family. Is there something you like doing together? Things you say to each other?

What's in a Name?

People get their names in all sorts of ways, for all sorts of reasons. Were you named after a certain relative? Does your name mean something in another language? Who named you? Write out the full names of people in your group, and then add pictures or words to tell a story or interesting facts about your name.

☹ Sad or Hard Times

Being a family also involves sad or difficult things. What are sad or hard things that have happened to you, or other families you know?

🔔 Special Holidays and Events to Celebrate

In the story, Benjamin's family celebrates America Day, as well was Carnival and Korean New Year. What does your family celebrate? How?

♥ Love and Care

Almost all people agree that a family should be people who love and care about you. Here are some examples of families showing love and care.

❄ Unique and Special

Although families around the world may have things in common, each family is unique and "one of a kind" in certain ways, like a snowflake. Here are examples of unique and special things about our families:

Teasing and Pressure

Sometimes people (or books, or TV shows) display expectations or pressures of what a family is supposed to be. Draw pictures and words that show some of the teasing or pressures that you or others may feel about your family and who you are.

Unit C

Understanding Conflict

Learning And Growing From Conflict

Contents

Lesson 16 Good, We See It Differently (K–5)

Lesson 17 Conflict: What We Already Know and Feel (3–5)

Lesson 18 Conflict: A Part of Books, Movies... and Life! (K–5)

Lesson 19 Can We Work It Out? (K–2)

Lesson 20 The Different Paths (3–5)

Lesson 21 I Can Stop to Make a Choice (K–5)

Lesson 22 The Wheel of Work-It-Out (K–5)

Background

A conflict can be broadly thought of as any type of disagreement or disequilibrium created when one idea, belief, or action is perceived to block, impede, or push against another idea, belief, or action. Simply stated, a conflict is a disagreement.

Several perspectives coming together (whether in one person or between people) can create moments of conflict or disagreement. However, many times these ideas bumping against one another are experienced as tension or disequilibrium that is quickly resolved. Becoming more aware of one's own beliefs (Unit A) and becoming better able to step into another person's shoes and actively listen (Unit B) will naturally help a person become better able to effectively respond to and learn from people with differing perspectives.

However what happens when we get stuck? This section will seek to strengthen child and adult capacities to address the conflict that emerges when differing perspectives cause disagreements.

Objectives

Each student will:

1. Recognize that there can be many different perspectives regarding any given problem or conflict.
2. Define conflict as a disagreement or problem.
3. Recognize that different perspectives can sometimes create disagreement and conflict.
4. Recognize some of the feelings associated with conflict.
5. Recognize how strong emotions or thoughts may inhibit our ability to solve problems.
6. Identify ways to respond to problems and conflict.
7. Examine different reasons for making certain choices when we are in a conflict.
8. Recognize that every situation presents the opportunity to make choices in the way we respond.
9. Recognize when it is an appropriate time to stop and make choices in a problem situation.
10. Apply various skills simultaneously in order to achieve a "work it out" response to conflict (i.e., win-win).

Home-School Connections

The home activities in Unit C focus on supporting family members with a better understanding of how different perspectives lead to a conflict, and how to work through conflict situations by attending to and valuing all of the perspectives of the people involved. A letter to families (page 215) introduces the objectives of Unit C and describes how parents can participate in supporting learning at school and at home.

Lesson 16
Good, We See It Differently

Grades K–5
30 minutes

Reminder:

Please send home the Unit C overview letter (page 215)

Objectives

- Recognize that there can be many different perspectives on any given problem or conflict.
- Identify different ways to respond to problems or conflicts.

Materials

- Problem Cards (page 216-218)
- Letter home (page 219) with one or more problem card sheets attached.

Adult Reflection

When a person is in the midst of a problem, it can be hard to see the problem in a new or different way. If we step away from the problem or ask other people to help us look at the problem, then we may come up with a new perspective. If we have experienced the value of people's differing perspectives, we may sincerely say, "Good, we see it differently."

Think of a current school or classroom problem that you have... something that is real to you and that you feel invested in. Is there a way to ask an adult or students to help you see this problem from a different angle? What are some risks or benefits in doing this?

Introduction

Discussion

Begin by modeling an example of a problem, and asking the class for ideas on other ways to look at it. After each idea is shared, say something like "good, you see it differently."

Use the following example for younger students, or make up your own:

- I sewed a Pooh bear costume for my daughter. After I sewed the pants and top, I realized that I didn't have enough material for her face or ears. I don't know if she can be a Pooh bear without a face or ears. I'm stuck about what to do. Do you have any ideas?

After each idea is shared, say "Good, you see it differently," or something to that effect. When you've heard a variety of ideas, thank the class for helping to brainstorm some ideas. Tell them that you said "Good, you see it differently," even for ideas that you may not use. You liked it because they were trying to look at your problem from different viewpoints.

Use the following example for older students:

- Jen and Felipe are usually friends. However, today they are not friends. Here's why: Felipe likes fishing but does not have a fishing pole. Jen let Felipe borrow her pole, since he was going on a trip to a lake with his Mom and sister. Felipe's sister accidentally stepped on the pole and broke it. Felipe felt very bad that this happened. He was afraid that Jen would be really mad. So when he returned, he didn't call her. At school he avoided her, and then when she came up to him after school, he ignored her. By this time, after a day of being ignored, Jen had had it. She blasted Felipe: "Some friend you are! I loaned you my pole and you spend the whole day ignoring me! I guess I have one less friend now!" Then she stomped off. Felipe, who had been sorry before, now just felt mad. Jen didn't have the right to talk to him that way, he thought.

Ask the class what they think the problem is? Are there others who see it differently? After each response, say, "Good, you see it differently," or something to that effect.

Activities

Discussion Cards

Prepare one set of problem cards prior to the game (copy sheets, cut out and laminate cards). Have children and adults sitting or standing in a large circle so that everyone can see one another. Explain the game. In this game, people in the group try to help the person who reads a problem card come up with new ways to understand or look at the problem. Here are the steps:

1. Someone pick a card and read it out loud.
2. Card reader then calls on other kids for ideas. Take turns sharing ideas on how to look at the problem differently.
3. After each idea is offered, model the attitude of, "Good, you see it differently," using a variety of phrases. (e.g., "Interesting way to look at it," "I like the way you are stretching your thinking," "What a unique perspective.")

Adaptation Suggestions:

For younger students or nonreaders, a child could pick the card and have a reading peer or teacher read the card for the group. Another idea: Invite older students to your classroom to join in the lesson. If you invite 5th or 6th graders, you could split your class up into smaller groups, make several sets of the cards, and ask the older students to help teach in small groups.

4. When the class has run out of ideas, move on to a new card.

Support the students in playing this game by modeling and coaching the students through the process. If they get stuck, these prompts may help:

- What's another way to see this problem? Do you have any ideas?
- Name a person related to the problem. How might that person view the situation?
- Can you look at this from another perspective?

Discussion questions:

- What was it like to read the problems? How did you feel when people started sharing ideas? Were there any ideas that surprised you? Did you hear an idea that helped you think of the problem a different way? What and how?
- What was it like to be looking at someone else's problem? Did it seem easy? Did it feel funny or hard to share ideas?
- This was a game about looking at a problem from other perspectives. In real life, do people always want to hear your ideas? When is it OK to share your ideas about a different way to view a problem? (When someone asks. At times you may want to ask a friend if they'd like to hear another view. They may say "yes," or they may say "no," or "not now.")

Closure

Journaling

Have the students journal (older students) or draw pictures (younger students). Write about/illustrate one of the problems from the game, and show a new way that the person with the problem might look at the situation.

Home-School Connections

Students have a chance to share the game, "Good, We See it Differently" at home. A letter and problem cards are provided to guide their communicating with family members.

Grades 3–5
25 minutes

Lesson 17

Conflict: What We Already Know and Feel

Objectives

- Understand that a conflict is a disagreement or problem.
- Recognize some of the feelings and images associated with conflict.

Materials

- A foam or fleece ball.

Adult Reflection

Conflict is a part of life, both in school and out of school. A clearer understanding of our own experiences with conflict will enhance our ability to resolve conflict as well as facilitate children's resolution of conflict. What images and feelings do you have when you witness or are involved in a conflict? What are your patterns of response? How would you like to think and act in conflicts?

Introduction

Write on an overhead/chalkboard: A conflict is a disagreement.

Explain to the class that our minds are constantly working, taking in information and thinking about it. Paying attention to the things that pop into our minds can help us understand ourselves better.

Tell the class you are now going to play a game that helps us see what's in our mind about the word "conflict."

Activities

Conflict Ball Toss Game

Have class move into a circle facing the middle/one another.

- We will play a ball game that helps explore what the word conflict means and feels like from each of our perspectives. The goal is for each person in the group to get the ball once. When you get the ball say the first word you associate with the word "conflict," whatever word comes to mind. You may pass, or you may repeat an idea that someone else said. Please watch and see that everyone in the group has a chance to catch and throw the ball.

- Before throwing the ball to the next person, say his or her name, so that he or she knows the ball is coming. When it's not your turn to catch the ball, what should you be doing? (Watching/listening to the person who has the ball.) If someone drops the ball or misses it, what should other people do? (Try to help get the ball to that person.)

Play the game. Take turns going around the group. While the game is occurring, have someone record on flip-chart paper or an overhead transparency the words people are saying.

After the word-association catch game, have children (and adults) look at the list and analyze some of the first things that popped out of their mouths associated with the word "conflict." Build a discussion around the following questions:

- What do you notice about the list? Any patterns?

- Certain words in the list that are similar? How?

- Are there certain words that carry more positive meaning? If yes, which ones? Negative? Which ones? Any words you feel are neutral? Any other patterns or ways you might categorize these words?

- What does this tell us about the way we think about the meaning of the word conflict?

- What does it mean if a certain word or picture came to your mind first? Is the first thought you have the most important? (Facilitate a dialogue on the complexity of this. Emphasize: There's usually not a right or wrong to this. The first thought or feeling you have is important to notice in yourself, but doesn't necessarily mean you want to act on this feeling/thought.) Are there times when acting on a first thought can get you into trouble? Are there times when a first thought about something or someone is a good thought to pay attention to and act upon?

- From your perspective, is conflict bad? Good? (Encourage dialogue. Try to bring out points like: You can have both good and bad things result from a conflict. Just having a disagreement doesn't need to be a bad thing.)

Other points that may be brought out in the discussion by the teacher:

- Everyone comes from a family, culture, and region which have certain values about handling conflict. For example, some cultures often teach that avoiding conflict or using force are the ways to deal with conflict. Other cultures view conflict as a natural part of life. Some view conflict as a healthy part of community, especially if disagreements are examined instead of avoided or suppressed.
- There are many examples of conflicts and disagreements in the United States (and in the world). However, much attention is placed upon negative associations with the word "conflict." Much of United States culture encourages either avoiding conflict or fighting it out. Can you identify some examples?
- There are a growing number of examples of more positive associations or at least neutral associations with conflict. Can you identify some examples?
- There may be differences in the way certain groups or cultures think about conflict, and how to resolve it.

Closure

Discussion

Review definition of conflict (disagreement or problem) discussed earlier. A conflict may be neither good nor bad on its own, it depends upon how you respond to the conflict.

Ask students to share stories about conflicts and disagreements, where they made good choices to solve the problem. Allow time for a few stories, with the emphasis on telling what the problem was, and showing how a positive choice was made in the disagreement.

Lesson 18

Conflict is a Part of Books, Movies... and Life!

Grades K–5
3 sessions:
30 minutes each

Objectives

- Understand that a conflict is a disagreement or problem.
- Recognize that different perspectives can sometimes create disagreement and conflict.
- Identify different ways to respond to problems and conflict.

Materials

- A variety of children's books (enough books for at least half the class)
- Videos that contain age-appropriate examples of conflict.
- Conflict Puzzle teacher example (page 220)
- Conflict Puzzle worksheet (page 221)
- Letter home (page 222)
- Home activity (page 223)

Adult Reflection

Becoming more aware of conflict increases the likelihood that the conflict will be experienced in a useful manner. The ability to identify the various perspectives that may be contributing to a conflict can also help lead to more manageable conflict. Think of an example of a conflict that recently occurred. Are you able to come up with examples of both internal conflicts that you had (perhaps one nobody else is aware of) as well as conflicts with others? What contributed to the conflicts? What were your perspectives in the conflicts?

Introduction

Session 1

Tell the class the name of the lesson: Conflict is a part of books, movies... and life. Ask them to guess what this lesson is about. Then ask why you would look at examples of conflict in books, movies, and our lives. Why might this be helpful? What might we learn?

Tell them understanding conflict is like putting together a puzzle. You have to look at the different pieces and see how they fit together. Also, you have to stick with it.

Activities

Adaptation Suggestion:

This lesson would be greatly enhanced by the presence of a few extra adults to assist pairs and small groups.

If you have several adults, the class could be split into smaller groups for more talking time.

Conflict in Books

Pick a story book, or a few pages from a story, to read to the whole class. All stories have some kind of conflict. You might want to use a book from an earlier lesson, or a book which is very popular with your class. (e.g., *Arthur* books, *Ramona* books, *Goosebumps* books.) Another idea might be to read *Lilly and the Purple Plastic Purse* by Kevin Henkes as the example. Then provide other Kevin Henkes books for small group examinations.

Challenge the class to look for conflict or disagreement between any of the characters. After hearing the story, you will ask them to put together a puzzle about conflict.

Read the story aloud. Ask students to identify conflict in the story. Even simple books may have different kinds of conflict. For example, if you choose to read *Where the Wild Things Are* by Maurice Sendak, there is conflict between Max and his mother, and later between Max and the wild things. Pick one example of conflict and answer the questions on the puzzle sheet to examine the conflict.

Display the puzzle sheet as an overhead, and work through each of the five questions with your class to examine one or two examples of conflict. (See example on page 220—for teacher's use only). Even if you have thought out your answers in advance, be sure to think out loud as you complete the sheet, to model the process for students. You will follow the same process later in the lesson.

Conflict in Books (K–2)

Continue to have an adult read selections from various familiar books to the whole class. Have everyone in the class hear the same example, and then have them talk in pairs about these questions:

- What is the conflict or disagreement in the story?
- Why do you think this problem occurred?

Listen to various pairs' responses.

As a class, answer these questions:

- How did the conflict end?
- Is there another way for it to end?

Conflict in Books (3–5).

Pass out the Conflict Puzzle handouts. Have pairs of students pick a book, a chapter in a book, or a story to examine. It helps to pick a book that they already are familiar with. However, if they do not know the book, allow time for them to read it together.

In pairs, talk about any examples of conflict in the story. Conflict may be shown by words or actions, or it may be shown by not saying or doing certain things.

Students pick one example of conflict in the story to share with the class. Use the Conflict Puzzle sheet to prepare for sharing with the class.

Ask the students to identify the conflict. Have them phrase their answers with the reporter's "five W's:" who, what, when, where, why. How did it end in the story? Is there another way for it to end?

Pairs share with the larger group or split into smaller groups if extra adults or older students are available to support groups. Ask the children to use their Puzzle Sheets to help their presentation. If the point doesn't explicitly come up, be direct about the role of different perspectives in creating conflict, when it applies to the examples shared.

Conflict in Movies (K–5)

Session 2

Prior to this lesson select a videotape that is appropriate and popular for your age groups. Find scenes that show examples of conflict. Since conflict is a typical part of a story climax, almost any movie will contain at least one example. Most movies contain numerous examples.

This time they will watch clips of a videotape and find examples of conflict. For older students, hand out additional Conflict Puzzle sheets for children to use as they watch the movie. For younger students, talk through the process.

Again work through the Conflict Puzzle overhead with the class for one or two examples of conflict.

Provide additional practice. Divide the class into working pairs (for older students) or use a whole-class format (for younger students) and provide additional movie clips for the students to view, then complete the conflict puzzle.

Support a dialogue around what was observed. For older students, ask the following questions in addition to the questions on the Puzzle sheet:

- In watching someone else's story, was there some missing information or perspective that made it difficult for you to understand this conflict? What was missing?

Session 3

Conflict in Life (K–5)

The teacher or another adult shares an example of conflict from his or her life, and works through the conflict puzzle worksheet with the class.

In small groups, talk about examples of conflict or problems that you have with other kids or adults. Perhaps it's a problem you have with a sister or brother. Or with a parent or other adult in your family.

In small groups, after identifying a real conflict, create a large puzzle sheet together. Take turns listening to one another's examples.

Closure

Discussion

Ask the students to compare the conflict in movies and books to conflicts in real life. Are there ways in which real life conflicts differ from (most) books and movies? (For example, in books more than in real life, there is a clear "good guy" and "bad guy," instead of two people with different perspectives. In movies, it is more common to use violence to "solve" conflicts.)

Adaptation Suggestions:

A student who has difficulty writing could draw a picture of a conflict and then explain it to a partner. (What happened? Why?)

Journaling

Ask students to write about a recent conflict (who, what, when, where, why). Were there different perspectives about the disagreement? If yes, how did you know about these other perspectives (A hunch? Direct comments or actions?) Are there ways to get a better understanding of these differing perspectives?

Home-School Connection

The letter home supports discussion about the Conflict Puzzle steps, which may provide a new way of learning from conflict.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 16–18

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------ NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   ____

   ____

   ____

   ____

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

   ____

   ____

   ____

   ____

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   ____

   ____

Review of Objectives for Lessons 16–18

Objectives for Lessons 16-18

Lesson 16: We See it Differently (K–5)

- Recognize that there can be many different perspectives on any given problem or conflict.
- Identify different ways to respond to problems or conflicts.

Lesson 17: We Know & Feel (3–5)

- Understand that a conflict is a disagreement or problem.
- Recognize some of the feelings and images associated with conflict.

Lesson 18: Books, Movies & Life (K–5)

- Understand that a conflict is a disagreement or problem.
- Recognize that different perspectives can sometimes create disagreements and conflict.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 16–18

Grades K–2
60 minutes

Lesson 19

Can We Work It Out?

Objectives

- Recognize that different perspectives can create disagreement and conflict.
- Identify different ways to respond to disagreement and conflict.

Materials

- *It's Mine!* by Leo Lionni
- Extra adults to support the creation of skits.
- Which Path Will You Choose? overhead (page 224)
- Letter home (page 225)
- Home activity (page 226)

Adult Reflection

Children and adults have varied perspectives on what is an appropriate or correct response in a conflict. This lesson encourages you to examine ways to respond in conflict, and to consider other people's perspectives in the midst of conflict. How do you typically respond in conflicts... with people at work? Parents? Children? Where do your feelings and behaviors related to conflict come from?

Introduction

Read aloud

Tell the class that you are going to read a story about three frogs who are having a lot of disagreements and conflict. Ask them to think about why the frogs disagree so much, and what happens to change this.

Read aloud *It's Mine!* by Leo Lionni.

Discussion questions:

- Before the flood, what did Milton, Lydia, and Rupert have conflict about? How did they express their disagreements? (Yelling, "It's mine!")
- Why did the frogs get scared when it started to rain?
- When the frogs are huddled on a rock, cold and frightened, they also "felt better now that they were together, sharing the same fears and hopes." What do you think you might share as fears and hopes if you were stuck on a rock with a couple of friends?
- What happened after being saved by the toad? How did the frogs change? How did they choose to act? (They learned to share and enjoy each other.)
- What do you think caused them to change their perspective?

Activities

Discussion

Help the children develop some common vocabulary. Put up the Which Path Will You Choose? overhead (page 224). Tell the class that in a conflict or disagreement, we make an important choice. We decide to work it out (by fighting or running away), or we decide not to work it out. Whether we fight or ignore the conflict, we are deciding not to work it out. When we share our perspectives with each other, we have made a choice to try and work it out.

Talk the class through a few examples, so that they can observe how a disagreement may result in a work it out choice, or a don't work it out choice. Give a variety of examples with respect to talk it out/work it out, such as the two below, and/or your own.

- What if __________ (fill in example).
  What would be a talk it out/work it out choice?

  Example 1: Cornell is getting frustrated at Priscilla for interrupting him during quiet reading time. Priscilla writes notes to Cornell asking him goofy questions. Cornell wants to be her friend, but he wants to read. He doesn't know what to do.

  Example 2: Jackson and Fong are close friends, and usually get along. Fong just heard from another kid that Jackson has been saying mean things about Fong's family behind his back.

- Are there times when you can't or shouldn't try and work it out? (Affirm that there are times when it's not best to work it out, and better to leave or decide to do nothing.) What are examples of times when you might not want to work it out? (You don't feel safe. Someone seems dangerous.)

Skits: It's Mine!

Explain to the class that they will do two skits today. First, they will act out *It's Mine!* Then they will get to make up their own skits.

Explain that everyone will need to have a part in this whole class skit. We can make roles for everyone if we are creative and work together. Reread the book or work as a class to decide what characters students can play. For example: the three frogs, Lydia, Milton, and Rupert; the toad, who is also an island; other frogs or animals (worms, butterflies, flies); the rain and thunder (a group making sound effects). Once everyone has a role, you can begin. The teacher can be the coach and narrator.

Remind students they are not in a classroom, but at Rainbow Pond. They do not need costumes, but they may want to make character name-tags with cards or masking tape. After listening to the story once more, the class can spontaneously act it out. Some classes may want to spend more time on the skit: preparing a script, designing a set, costumes, and props, and performing for other classes. The children will most likely enjoy it either way. It is a great community builder, as long as it is fun and everyone gets to contribute.

Skits: Create Your Own

Divide children into small groups, and explain that they will put on skits that show different choices in a conflict. They can follow the steps below:

- First, think of a conflict you recently had or saw. Did you fight with a brother or sister about something? Did some friends or family members have an argument?

- Next, think of how you might act if you make a "don't work it out" choice. You may be yelling, pulling and saying "It's mine, it's mine," like the frogs in the story, or fighting, or you may show "don't work it out" in another way, such as getting really quiet or walking away.

- Then, you decide to make a "work it out" choice, like when the frogs decided to share things.

Give the children about 5-10 minutes to plan their ideas. Adults in the room can whisper or quietly share their ideas with the small groups, or the groups can come up with their own. Children may use props and materials in the room, or just use their imaginations. Here are some possible conflicts:

- Two people both want to be first in line.
- Two people grab the same book at the same time in the library.
- One person is sure that the Tigers won yesterday's game. The other is sure that the Bears won the game.
- One person feels the other owes him or her an apology for accidentally breaking a toy. The other doesn't think he or she has to apologize because it was an accident.
- Two siblings are in trouble for fighting, and are grounded to their room. Now they argue over who started it.

Form a semicircle on the floor for the audience. Ask the group for quick reminders of good audience behaviors (no talking, paying attention, clapping at the end). Share the skits with one another.

Discussion questions:

- What was it like acting out not getting along, and then getting along? Was one way easier than the other? (Hear various perspectives on this. Probe as to why groups or individuals felt a certain way.)
- What happened when you took the "work it out" path?
- Do you remember the lesson that we did earlier, "Good, we see it differently?" Were there any times that you could have said that in your skit? (Share some examples.)
- How did you come up with the idea for the "work it out" path? (Was it one person or was the whole group able to come up with another perspective? Then we could say, "Good, you see it differently!")

Closure

Journaling

Tell the class that the skits were only pretend, but the conflict examples they were using were real. They can use some of the ideas they used in the skits in real life.

Adaptation suggestion:

Younger children or non-writers can draw pictures, speak, or find another way of sharing examples of conflict in their lives.

Spend 5 minutes writing about a conflict that you have with someone, and then write down ideas of how you might learn to get along better with that person. How might you "work it out" together?

Home-School Connections

The letter home and home activity (pages 225–226) offers information on the class lesson identifying different choices within a conflict (work it out path/don't work it out paths.)

Lesson 20
The Different Paths

Grades 3–5
90 minutes

Objectives

- Recognize some of the feelings associated with conflict.
- Identify different ways to respond to problems and conflict.
- Examine different reasons for making certain choices when we are in a conflict.
- Recognize that every situation presents the opportunity to make choices in the way we respond.

Materials

- 4 Conflict Brainstorming overheads (pages 227–230)
- Moment of Choice overhead (page 231)
- Which Path? overhead (page 232)
- Skits (pages 233-238)
- Letter home (page 239)
- Home Activity (page 240)
- Name-tags for use during the skits
- Extra adults would be great

Adult Reflection

Children and adults have varied perspectives as to what is considered an appropriate or right response in a conflict. This lesson encourages examination of your own and other peoples' views, and ways to respond to conflict. How do you typically respond in conflicts... with people at work? With children? With parents? Where do your feelings and behaviors related to conflict come from?

This would be an especially good lesson to have a variety of adults (parents, others) join the class so that they could share their perspectives on what adults disagree about.

Introduction

Review what has already been discussed about the word conflict. For example, define the word conflict (a conflict is a disagreement).

Refer back to the list drawn up during the ball-toss game.

Activities

Brainstorming

Put up the Kid Conflict Brainstorm (page 227) overhead and record brainstorming ideas.

- Ask the class what kids disagree, fight, or have conflict about.

Put up the Kid Conflict Pie Chart overhead (page 228).

- Brainstorm the different choices kids make when in conflict. How do kids act in a conflict? What do they say? What do they do? How do they feel?

Put up the Adult Conflict Brainstorm overhead (page 229).

- Try to step into the shoes of adults (if you have several adults present, have them complete this in another room while the children do their lists.) What do adults disagree about? Have the adult share their perspectives.

Put up the Adult Conflict Pie Chart overhead (page 230).

- How do adults act in conflict? What do they do? What do they say? How do they feel? Again, have the adults share their perspectives.

Compare/contrast the two lists, and answer the following questions.

- In what ways might adults and kids experience the same things with conflict?
- What are the differences?
- Do you think that there are different things that adults have conflict about? Are there different ways they act during their conflicts?

You may also want to do a third brainstorming suggestion that examines what might happen in an adult-kid conflict (parent-child, teacher-student).

Adaptation Suggestion:

Instead of large group discussion, have students talk about the same question in small groups. Then hear ideas from the groups. A student who is working on pointing or needs an active role could be the person who points to each group when it's their turn to share.

Discussion

Discuss and explore why people may act differently in conflicts, using the following questions. Try to hear as many different perspectives as possible.

- Why do you think people act the ways they do in conflict? For example: Why might someone pick a fight? Or threaten to take someone to court?

- How can a person ignore someone who just called them a name, instead of punching them or something? What might help them do this? (Among the ideas, draw out that the person stopped and made a choice.)

- Why would a person do something violent when someone disagrees with them?

- What are some things that influence your choices in responding in a conflict? (How important is the topic to you? How important are the people in the conflict to you? Your beliefs? What your friends do/say? What your family does? Your neighborhood? Your personality? Your knowledge? Are you afraid of the other person? Are you tired or hungry?)

- Are we born to fight? Are we born knowing how to punch people? Or is this something we learn? Who do we learn this from?

- Are we born to run from conflict? Or is this something we learn? Who do we learn it from?

Tell the class that sometimes people are talked about in a way similar to animals. One such expression is "stimulus-response." People have something happen to them — a stimulus — then they react to that stimulus — a response. For example, I feel hungry (stimulus), so I eat (response); the phone rings (stimulus), so I answer it (response); someone hits me (stimulus), so I hit them back (response).

When scientists talk about animals, they talk about the basic instincts for "fight" and "flight." When an animal has a "conflict," stimulus, it has one of two responses: to fight or to run away. Animals don't consider their choices. They just fight or run away.

However, human beings have a unique ability to make choices and think before they respond. (Put up The Moment of Choice overhead, page 231.) When we are hungry, we can choose to eat now, or we can choose to eat later. When the phone rings, we can choose to pick up it up, or we can choose to ignore it. When someone hits us, we can choose to hit them back, or we could choose to walk away, or we could choose to tell them how it feels.

Some people believe that our response to conflict is learned, at least to some degree. If you are taught to fight, you fight. If you are taught to work it out, you will try to do so. But even if we have learned negative ways to act in disagreements, we can still choose a different path, and learn ways to "work it out."

Put up the Which Path Will You Choose? overhead (page 232).

Tell the class there are different paths a person can choose to take when a conflict or disagreement occurs. The overhead shows some of the different paths that people sometimes choose when a conflict occurs: Fight (physical, verbal, aggressive, harmful), flight (run away/avoid the conflict) or talk it out.

Fill in other vocabulary that you use as a class and are familiar with (e.g., "win-win," "compromise," "negotiate," etc.).

Skits

Adaptation suggestion:

A nonverbal student could participate in a skit by activating a switch that turned on a tape player with their part prerecorded.

Explain to the class that they will now have time to practice skits about conflict, and then perform them for the class. Explain that some of the skits show people taking a "talk it out/work it out" path; others show people beginning to take "fight" or "flight" paths. The class will get to figure out which path you are taking in your skit.

Divide students up into small groups. The skit sheets (pages 233–238) indicate how many people are needed for each skit. The goal is for each student to participate in a skit.

Before they practice their skits, they need to assign parts. Students should write the names of their characters on name-tags and wear them, to facilitate communication with one another and with the audience. Students can change boy characters to girl characters and vice-versa, if they need to.

Tell the groups to make sure everyone has a part to play. It doesn't need to be a talking part, but everyone needs to participate in some way.

Provide 15 minutes for practice time. Before the performance begins, review good audience behaviors with the class. Each group then performs their skit.

After each skit is finished (and the class applauds), ask these four questions. There may be different perspectives on some of the answers.

- What path or paths were they starting to take in their conflict? (Talk it out/Work it out? Fight? Flight?).

- Why did you think the characters made the choices they made (They were scared. They were frustrated. They stopped to think.)

- Do you think they made the best choices in their conflict (Why? Why not?)

- Were there other choices they could have made? What?

After the students do the skits, they may be ready to write their own skits and have role-plays that show conflict beginning on either a fight or flight path, when someone then chooses to take a talk it out/work it out path.

Closure

Discussion

Build a discussion around the following questions:

- Do you think it is always best to talk it out/work it out?

- Are there times to avoid or run away from a conflict? (Yes, when you don't feel safe and there are no trusted grown-ups around, some disagreements aren't worth the energy to try to work out, etc.)

- What about the fighting path? (Usually not a safe choice. Leads to hurting, violence, aggressive habits.)

- Can you think of any way that the word "fight " is used that doesn't necessarily mean violence? (People fighting for their rights, fighting against oppression. Sometimes a person with a serious illness is said to "fight for his/her life.")

- If you have a conflict where you don't feel your safety is threatened, and you feel it's important to try to solve the conflict, then try the "work it out/talk it out" path.

Journaling

Ask students to write about a conflict where they took a talk it out/work it out path. This can be done later, after students have had opportunities to apply their learning.

Home-School Connections

The letter home and home activity (pages 239–240) offer information on the class lesson about making choices in a conflict (work it out/fight/flight) and encourages discussion at home.

Lesson 21
I Can Stop to Make a Choice

Grades K–5
50 minutes

Objectives

- Recognize how strong emotions or thoughts inhibit our ability to solve problems.
- Recognize that every situation presents the opportunity to make a choice in the way we respond.
- Recognize when it is an appropriate time to stop and make choices in a problem situation.

Materials

- *Matthew and Tilly* by Rebecca C. Jones
- Stop Sign handout (page 241)
- Rewrite the Story handout (page 242)
- Letter home (page 243)

Adult Reflection

There seems to be an escalation that takes place in a conflict. A disagreement occurs and step by step the disagreement becomes more and more involved. If you do not notice this escalation, you find yourself in a state of strong emotion and or confusion. We are more effective at handling the conflict constructively when we notice our own feelings.

When was the last time that I was too far into a conflict and I made a choice that I later regretted? Thinking back on that conflict, when would it have been a good time to stop and choose a response? How might the scenario have changed if I had handled the situation differently? What have I found helpful in truly choosing my response?

Introduction

Remind the students of the last lesson, where they learned how to make choices in a conflict. Use the vocabulary appropriate for the level of students (work it out/don't work it out or fight/flight/work it out).

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Ask students for past or new examples of making choices in a conflict. Perhaps some students have had an opportunity to practice what they have learned.

Activities

Read Aloud

Tell the class you are going to read a story about two friends who have a conflict one day.

Read *Matthew and Tilly*, by Rebecca C. Jones.

Discussion questions:

- Were Matthew and Tilly good friends? Why do you think that?
- If they were good friends why do you think they were saying such cruel words to each other? How were they feeling when they talked to each other cruelly? Do you think they really meant all of those things that they said?
- Which choice did Matthew and Tilly initially make (work it out, fight or flight)?
- Was there a point in the story where Matthew and Tilly could have stopped to consider their choices? Why do you think that was a good time to stop and consider choices? How do you think Matthew and Tilly were feeling at that point in the story?
- Why would it be easier to identify choices or your response to the situation when you are in a calmer state?
- Do you think Matthew and Tilly made a mistake in this story? Tilly recognized the mistake and made a different choice. What did she do? Why do you think Tilly decided to smile at Matthew?
- How do you think the friends felt at the end of the story?
- Have you ever been in a situation when you said something that you really didn't mean to a friend or to someone you loved, perhaps a family member? How were you feeling when you said the words that you didn't mean?

Tell the class that recognizing that you have strong feelings in a conflict, like anger, is a great start to handling conflict. If you recognize that you are angry, or afraid, you can make the right choices. For example, if you know you are too upset to talk about something, you can ask the person to talk to you later, after you have calmed down. If you know you are afraid, you can decide to find a safer time and place to work out the disagreement.

Using My Stop Sign (Grades K–2)

Hand out the stop signs, copied or pasted onto thick paper. Have students color their signs. Laminate, punch a hole at the top and string twine or yarn through to make necklaces.

Students can wear the necklaces for several days as reminders to stop in real life conflicts. Encourage the students to help each other. Use a common vocabulary in order to promote consistency. For example: Do you think it is time to use your stop sign and make a choice?

Rewrite the story (Grades 3–5)

Review the discussion earlier regarding Matthew and Tilly and when they could have stopped to consider their choices.

Direct the students to rewrite the story based on what they have learned about handling conflict effectively. A task sheet (see page 242) is included to support students with rewriting the story. The students should also illustrate their new ending to the story.

Note: It may be most effective to do most of this activity as a class, modeling the use of the "rewrite the story" sheet. Together brainstorm new endings to the story, and then rewrite the story.

For example: Tilly decided that her choice is to tell Matthew that she likes him very much as a friend, but is in the mood to play by herself for awhile. The two friends agree to that plan and tell each other that they will meet the next day after school. They both go home happy. They are such good friends.

After doing one example as a class, have small groups do a second rewrite. Children could choose to rewrite a story read earlier this year.

Adaptation Suggestion:

For students unable to grasp a marker for coloring, there are utensil holders that can be fastened to the student's hand to hold the marker. This will allow some students to color independently. Others will still require assistance in making the coloring strokes, but the holder will make it possible to hold the marker without personal assistance.

Closure

Discussion

Build a discussion around the following questions:

- Why is it important to identify when your feelings or thoughts are very strong?
- Why is it important to stop and consider your choices?
- When is it a good time to stop in the conflict and consider your choices?

Home-School Connection

A letter has been provided (page 243) for students to take home as a guide for communicating the learning from this lesson. The letter includes a stop sign for families to post as a reminder of our ability to stop and make choices in a conflict situation.

Lesson 22
The Wheel of Work-It-Out

Grades K–5
2 sessions:
30 minutes
40 minutes

Objectives

- Identify ways to respond to problems and conflict
- Recognize that every situation presents the opportunity to make choices in the way we respond
- Apply various skills simultaneously in order to achieve a "work it out" response to conflict (i.e., win-win).

Materials

- Wheel of Work-it-out overhead (page 244)
- Blank wheel (page 245)
- Brainstorming Guidelines (page 246)
- Mika and Jadeen skit (pages 247–248)
- Letter home (page 249)

Adult Reflection

At times, students or adults can reach "work-it-out" responses to conflict simply by being more aware that a conflict exists and actively listening to one another's perspectives. However, there are other times when awareness and listening are not enough. Resolving conflict can require a number of skills working together. Conflict resolution steps can serve as a guidepost when in the middle of a conflict as well as support the internalization of new learning. This lesson provides several ways to support children and adults in practicing skills that are a part of perspective-taking and resolving conflict.

Are there times when you've looked back at a conflict and felt frustrated or amazed that you didn't use the skills you already knew? (We've all had those times, right?!) Do you have strategies to use new skills or concepts after you've learned something? What do you do when you're trying to learn something new, and want to remind and encourage yourself to use your new "ahas"? Are there strategies that might help the children in remembering things they've learned about conflict, listening, and feelings?

Session 1

Introduction

Ask the children to think of new skills or ideas that help them get on a work-it-out path in a conflict. Record their ideas on a poster/board (e.g., listening to the other person, stating "we have a conflict," expressing feelings, making a choice to stop, etc.).

Ask for a few success stories in which a student or students had something positive grow out of a conflict. Perhaps a story in which they stopped and listened to one another? After hearing the story, ask the student(s) if there was anything they did to help them remember to use that new skill. (The teacher could paraphrase back—I heard you say that Carlos stopped and listened to Jin. How come you stopped? Did anything help you remember to do this?)

Acknowledge their successes, and then state that it can also be hard for both grown-ups and children to remember to use newly learned ideas or skills. Explain that sometimes we need clues or reminders to help us do what we have learned.

- Today's lesson will help us practice staying on a work-it-out path when we have disagreements.

Activities

Introduce the Steps (K–5)

In this activity you will introduce some steps involved in conflict resolution. The Wheel of Work-It-Out (page 244) represents one example of conflict resolution steps that you could use with the class.

1. **Here's a problem we want to solve.** (Acknowledging there is a problem and agreeing to work at solving it.)
2. **Listen and tell our stories.** (All parties involved tell and listen to one another's perspectives on how they each see things, what they need, how they feel.)
3. **Brainstorm possible solutions.** (Quickly come up with lots of ideas. List all ideas. Don't judge or evaluate ideas yet. The brainstorming guideline overhead transparency on page 246 may support teaching this concept.)
4. **Agree on solutions and work on them.** (Identify what seems to be a good or best choice, given all parties involved. What do we feel will be doable and work out? Start doing it or make a plan to do it.)

5. **How is the new idea working?** (Overtly check on how the new solution is working. Is our plan working? Do we need to reexamine what we initially agreed upon? What's working, what's not?).

However, if your class or your school already has a series of conflict resolution or mediation steps being encouraged, you may want to insert your steps onto the wheel or use a different visual display that better meets their needs.

Show the students the overhead of the Wheel of Work-It-Out (or substitute your own steps). Tell that there are times when it helps to have pictures and words in front of you, to help remember what to do when you're in the middle of a problem.

Have students take turns reading the steps aloud. After each step is read, ask for any ideas from the class as to what that step might mean and why that step might be helpful. The adults can also share ideas; however, focus on allowing the kids time to talk and make meaning out of these steps.

Awareness of the Wheel (K–2)

Now that the wheel and language of "work it out" have been introduced, seek to make these ideas real and alive in some way. A few examples follow:

- Have students create their own Work-It-Out wheels and post the wheels on their tables/desks at school. Another wheel could be created for the refrigerator at home.
- If you use a Peace Table or Talking Table in your classroom, these steps may be a great helper as children seek to remember ways to work it out.
- Have an older student or parent (with artistic interest) create pictures for each of the steps, and use these images in posters around the room.

Note: The remaining activities in this lesson are geared towards older students (grades 3–5), although applying your creativity you may come up with younger student adaptations.

Skit: Mika and Jadeen (Grades 3–5)

Perform the Mika and Jadeen Skit (pages 247–248) as a way to show students how the Wheel of Work-It-Out Steps can help in a conflict. The skit requires Jadeen and Mika (two fourth graders) and a narrator.

Depending upon the age of the group, you may have adults play all the parts, or ask students to play the parts. In any case, give the actors a chance to leave the room and practice their skit.

While the actors practice, the rest of the class writes down the steps onto a blank Work-It-Out wheel (page 245) and begins to draw pictures or other symbols of each of the steps. Tell them that these pictures are "drafts" and that in a few days they will have a chance to do fancier, more colorful "Work-It-Out" posters and cards.

Once the skit is ready, ask the rest of the class to watch and try to find the points in the story when a certain step is being used.

After the skit has been performed one time, ask students to tell when they thought a certain step occurred in the skit (e.g., "Did anyone hear anything that showed step 1—the kids agreed they had a problem? Tell what they said or did to show this.")

Adaptation Suggestion:

Instead of holding up fingers, a student could hold up an index card with the step number or a picture illustrating a step.

Perform the skit a second time, with the audience then raising their finger(s) up in correspondence to the step being performed. For example, when students thinks that step 2 is occurring, they should raise two fingers in the air. The teacher should also point to the step on the overhead and hold up the number of fingers for the step.

Discussion questions:

- What's your perspective: Is this a true or a pretend story? (This skit was made up to show the conflict steps working, so in a way it's pretend. Most of the time in real life it doesn't happen as smoothly as this. And yet in a way the story is true in that there are children and adults who have worked hard at learning to resolve conflicts, and are able to use steps to help them solve problems).
- What might have happened if they didn't take the work-it-out path?
- What did Jadeen do to help take the work-it-out path? What did Mika do?
- Did one of them provide more leadership in getting started on right path? If yes, tell why you think that. If no, tell why. (Main point: often times one person might be more skilled with conflict resolution than the other person. It's your job to try to model good listening, ask helpful questions to get the other person to talk, and share your own ideas.)

- What are ways that you might be able to provide leadership in getting onto a "work-it-out" path?

Foreshadow Session 2

Foreshadow the next session, which involves students bringing forward a real conflict to the classroom for help in working through the steps. Ask the students to think about these questions:

- Are any of you having a problem with someone else in the class right now, this week? Are you having a problem or conflict that doesn't feel good and isn't settled yet?
- Is this a problem that you want to figure out?
- Before tomorrow, think about these questions. If you'd like help from the class in understanding this conflict, the students involved in the conflict should decide before class if you'd like to share the conflict in front of the whole class. You can only bring a conflict in front of the class if all the students in the conflict want to share it with the class.

Session 2

Real Conflicts: Students In The Spotlight

Ask for volunteers to act out a role play of some conflict that they are involved in right now. They will be the "students in the spotlight" as the rest of the class observes, acts encouraging, and helps when asked.

Note: If you don't have any volunteers, give the class a few minutes to talk with classmates about conflicts, checking to see if someone would volunteer. You (the teacher) should also come prepared ahead with at least two conflicts that could be used in a role play (e.g., who played with who at recess time). Your role play could involve a conflict that you, the teacher, are currently feeling with the class. Or you could ask certain students ahead of time if they'd be willing to share their problem with the class.

The students with the conflict are asked to briefly tell what the conflict is about, and then start to work (aloud) through the steps. The teacher prompts the "students in the spotlight" with questions or suggestions (Why don't you go to step 2 now? Each of you tell your side of the story. The other person listens carefully).

The class is invited to join in for step 3, the brainstorming of possible solutions. After the brainstorm is done, ask the "students in the spotlight" to think and talk about what might be the best solution. It needs to be a solution that feels OK and doable to both of them. Then ask the students how they want to check in on how their idea is working. They could arrange for a date with someone in the class or one another to check in with them and hear how it's going in a few days (step 5).

Discussion questions:

For each conflict used, involve the students in a debriefing discussion:

- What was it like trying to work out this conflict in front of the whole class? (Ask the students in the spotlight.)

- From your perspective, which step was hardest? Easiest? (Ask the students in the spotlight as well as the audience.)

- What step is the one that is most important? Why do you think that? (Again-from your perspective. There may be various responses to this question that has no "right" answer.)

Closing

Journaling

Ask the class:

- Practicing the steps was something that we did in class today. Can you picture yourself using these steps at other times besides during classroom lessons? Why or why not? If you could see yourself using these steps in a conflict, where do you picture yourself using them? (Hints: What kind of conflicts do you have at home? Can you picture yourself using the steps? What kinds of conflicts do you have on the playground? etc.)

Provide time to write or draw pictures in journals. The pictures/words focus on images of themselves using "work-it-out" steps in a conflict. Older students might want to draw cartoon frames and word bubbles that tell the story.

Develop a Classroom Habit

Repeat using these steps as often as possible. Try to foster a classroom habit of helping one another get through difficult conflicts. Perhaps create a daily or weekly time to hear one conflict that people want to work out. Class meetings could be an ideal time to practice using the steps in real life conflicts. (See page 43 for more on class meetings).

Sometime in the next few weeks, offer classroom time for the children to design reminder cards and posters to provide different ways to remember the steps. For example, in some schools, students carry around the steps on little laminated cards (in their pockets, folders, or lockers). In some classrooms the students create various posters for the classroom, home, and school as reminders to everyone about ways to stop, listen, and resolve a conflict.

Home-School Connection

The letter home offers information on the steps of resolving conflict.

Students have a chance to share the Wheel of Work-It-Out steps for resolving conflicts.

Teacher Evaluation: Pulling it All Together

Teacher Evaluation for Lessons 19–22

1. Conduct a Learned and Affirmed discussion with your class. (See Learned and Affirmed: Student Self-Reflection section on page 15 to see how this can be done.)

2. Compare student-generated Learned and Affirmed ideas against lesson objectives. Lesson objectives are detailed on the following page.

   a. Is there evidence that the students understand the objectives at an awareness level?

   YES ---------------------------------- SOME YES/SOME NO ------------------------------------- NO

   b. How might you increase awareness of those objectives that you feel lack understanding?

   c. Have you observed any application of the objectives? (Keep track of these on the Applications of Learning: Teacher Observations form that follows. You will also find this list helpful for Lesson 24. Lastly, you may want to share some of the examples with students as you proceed through the curriculum.)

3. Have you increased *your* understanding and application of the lesson objectives? (Jot down examples and then congratulate yourself. You might consider sharing your examples of learning with students, staff, and/or families. It would provide an excellent example of a lifelong learner in action!)

Review of Objectives for Lessons 19–22

Objectives for Lessons 19–22

Lesson 19: Can We Work it Out (K–2)

- Recognize that different perspectives can create disagreement and conflict.
- Identify different ways to respond to disagreement and conflict.

Lesson 20: Different Paths (3–5)

- Recognize some of the feelings associated with conflict.
- Identify different ways to respond to problem and conflict.
- Examine different reasons for making certain choices when we are in a conflict.
- Recognize that every situation presents the opportunity to make choices in the way we respond.

Lesson 21: Stop & Make Choice (K–5)

- Recognize how feelings influence personal perspective.
- Recognize how strong emotions or thoughts inhibit our ability to solve problems.
- Recognize when it is an appropriate time to stop and make choices in a problem situation.

Lesson 22: Wheel of Work-it-Out (K–5)

- Identify ways to respond to problems and conflict
- Recognize that every situation presents the opportunity to make choices in the way we respond
- Apply various skills simultaneously in order to achieve a "work it out" response to conflict.

Learned and Affirmed: Student Self-Reflection

(Compare student-generated Learned and Affirmed against Lesson Objectives)

Application of Learning: Teacher Observations

Teacher Observations for Lessons 19–22

Lessons for Understanding

Introduction to Unit C
Understanding Conflict

Dear Parent(s) and Family:

Can you think of a recent disagreement or conflict that you had with someone? How do you feel about that conflict? We may have different opinions about what conflict feels like. But both children and adults may have some conflicts and disagreements that feel uncomfortable, or give us a sick feeling in our stomachs.

We are beginning a unit on perspectives called "Understanding Conflict." People have many opinions and perspectives on many topics. Sometimes people can easily listen and understand another person's different opinion. At other times, it is harder to do this. We will learn how to figure out when we are having a conflict, and become more aware of different choices we can make in a conflict.

During this unit you will sometimes receive letters and home activities to complete with your child. We hope that you'll try these activities. Here are additional ways that you may want to be involved at school:

- Participating in classroom instruction by assisting students with their small group or individual work assignment.
- Helping to plan and teach a lesson.
- Joining a class lesson to share your stories on both successful and less successful times when you've had conflicts and disagreements.

Please complete the form below if you would like to share in our learning at school or have ideas you'd be willing to share with the class. We look forward to learning with you!

Sincerely,

- -

You will automatically receive the home activities and home letters. If you'd like to be more involved, please √ check and return to me.

☐ I am interested in participating in classroom instruction.

☐ Here's a specific idea that I would like to help with: ______________________

____

_______________________________ _____________________

Name *Date*

I Got Slushed

It is a snowy, slushy day, and Tony is walking along the side of the street because the sidewalks have big puddles on them. A car passes by, going so fast that it sends a big wave of slush at him. He and his school books are now soaking wet.

"Gosh, that driver was mean!" Tony fumes. "He could have slowed down!"

Are there other ways to look at this?

Friends

Robert and Jamal are friends at school. They both love computer games, they both have big dogs, and they both love Mexican pizza. Jamal wants to invite Robert over to his home after school to meet his dog. "But," he thinks, "How will Robert get his wheelchair on my bus? How will he get up to my apartment ? There's no elevator."

"I guess I can't invite him over," he thinks.

Are there other ways to look at this?

No Eggs

Henry is making muffins for dinner. He mixes up the flour, baking powder, salt, and other ingredients, and only needs to add two eggs. He realizes that he has no eggs.

"I don't have time to go to the store!" he thinks, and throws out the mixture. "This is ruined."

Are there other ways to look at this?

The Library Project

The class is doing group projects on the community. One group decides to interview the residents of a home for senior citizens two blocks from the school. After calling the manager of the home, they learn that non-family visitors can only come from 11:00 to 3:00—when they are in school.

"We'll get in trouble if we miss class," they decide. "We'll just have to do something else."

Are there other ways to look at this?

You're not Nell

Felicia's friend Nell has great parents—she can stay up late, have whatever she wants for dinner, watch whatever she wants on TV (and she has cable!) and even has her own phone.

Felicia tries to tell her parents about Nell, but they don't listen. "You're not Nell!" is all they say.

"Well, you're not nice parents!" she shouts back.

Are there other ways to look at this?

Fish Sitting

Michael has been taking care of Lisa's fish while she is on vacation over winter break. He leaves his window open without thinking, and the fish all freeze and die in the tank.

"Oh, no!" he says. "I'd better go to the pet store and buy fish that look just like these, and not even tell Lisa. Otherwise, she'll hate me!"

Are there other ways to look at this?

No Special Permission

Shawntell is going to compete in a skating competition the same day as the big math test. Shawntell's math teacher, Mr. Powell, is famous for being strict. He tells her if she misses the test, she will fail. She asks if she can reschedule, and he says no.

"If I make special allowances for you," he says. "I have to make them for everybody."

Are there other ways to look at this?

The Comic-Book Store

Nancy doesn't have enough money to buy all of the comic books she wants. She secretly places a thin one inside of a thick one and takes it to the register. The clerk doesn't notice, and only rings up the one book. He passes it over the demagnetizer, and both books are cleared.

"I got away with it!" Nancy smiles to herself as she leaves the store. "This is great!"

Are there other ways to look at this?

Who is the Greatest?

Tracy and Frank are oohing and aahing over each other's baseball cards. "Darryl Strawberry!" Frank says proudly, and shows Tracy his favorite card. "The greatest player of all time!" "No way!" says Tracy. "You're crazy. Everybody who knows anything about baseball knows that Kirby Puckett is the greatest!" They argue for several minutes, until Tracy gets so mad she grabs her cards and storms out.

Are there other ways to look at this?

Money Trouble

Meredith and Otto go to a basketball game. They have $1.50 each to spend on treats. "I'm going to get a 7–Up and Skittles!" Meredith says. "I want a Reeses and a Coke!" says Otto. But when they go to the snack bar, they learn that soda costs $2.00, and candy costs a dollar. "Oh great!" says Otto. "We can't get what we want! My mom should have given me more money!" Meredith agrees. "This game is going to be a drag."

Are there other ways to look at this?

Playground

Salena is having fun swinging. Maria has been waiting for a turn on the swing since she came out from lunch. It's almost time to go in. Maria hollers at Salena and says it's her turn now. Salena says no, she was there first.

Are there other ways to look at this?

Toys

Jenny has a toy and is playing quietly. That toy belongs to Katya. Katya walks over to Jenny and takes the toy away. Jenny screams at Katya that she had the toy first, and Katya should give it back. Katya yells, "It's mine and you can't have it!"

Are there other ways to look at this?

Lessons for
Understanding

Good, We See it Differently

Dear Parent(s) and Family:

Today we played a game called "Good, We See It Differently." Ask your child to show you how the game worked, using the attached story cards. You pick a story card, someone reads it, and then everyone tries to come up with as many different ways to view the problem. After each idea, praise the many different ways you came up with for viewing the same problem.

The purpose of the game is to help the children think of many solutions to a problem. Often, in the middle of a problem or conflict it is hard to see things in a new way. Asking others for their ideas to a conflict may lead to new solutions to consider.

In addition to or instead of the game, it would be great if you could talk with your child about a real-life problem that has happened to you or someone you know. It might be something you remember from your childhood or a situation at work. Keep the emphasis on brainstorming ways to view the problem and possible solutions.

We're encouraging the children to look at conflicts and problems as chances to learn and grow more. Wouldn't it be neat if we could sometimes say "Good, you see it differently!" when someone shares a new idea?

Thank you for your time in helping your child learn how to look at problems in new, creative ways.

Sincerely,

1. Where did you find the conflict? If in real life, describe. If a book or movie, give title

Where the Wild Things Are by Maurice Sendak. The conflict takes place between Max and the wild things on the island.

3. Why do you think the conflict happened?

Max never told the wild things that he wouldn't stay forever.
The wild things thought he would always be one of them.

2. Describe the conflict. Who? What? When?

Max wants to go home. The wild things want him to stay because they have fun with him, and he's their king!

4. How did the conflict end?

The wild things chase after Max, yelling and pleading, "Don't go!" "We'll eat you up!" and "We love you so!"

5. Is there another way for the conflict to end?

Max could stay on the island forever, or he could promise to visit the wild things once a week, or... ?

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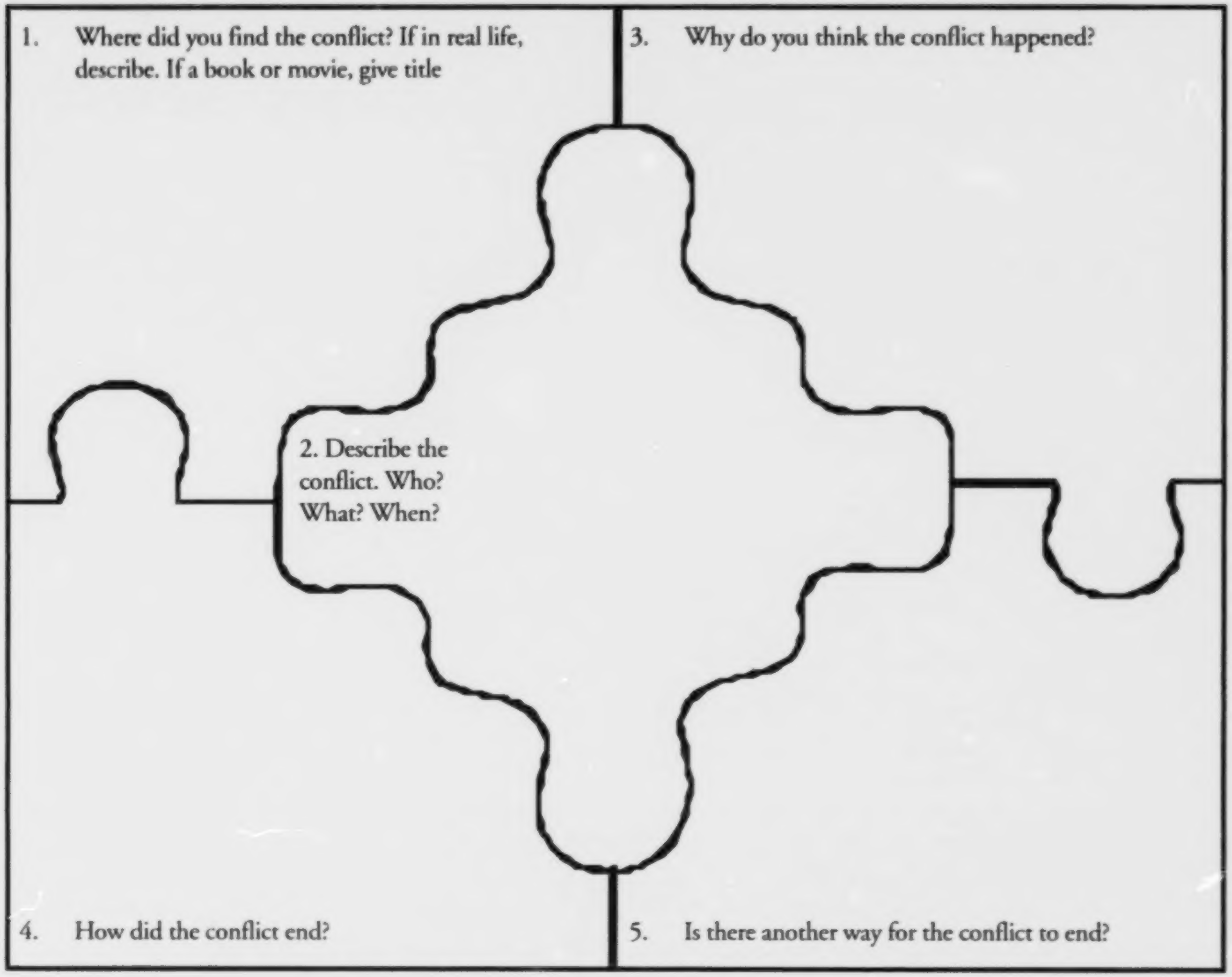

1. Where did you find the conflict? If in real life, describe. If a book or movie, give title

3. Why do you think the conflict happened?

2. Describe the conflict. Who? What? When?

4. How did the conflict end?

5. Is there another way for the conflict to end?

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Lessons for
Understanding

Conflict Is A Part of Books, Movies & Life

Dear Parent(s) and Family:

Today we put together puzzles! The puzzles were about conflict found in books, movies, and in real life. The puzzle sheet we used is enclosed. Answering the question on the puzzle pieces may help us to slow down and better understand our choices and responses in conflict.

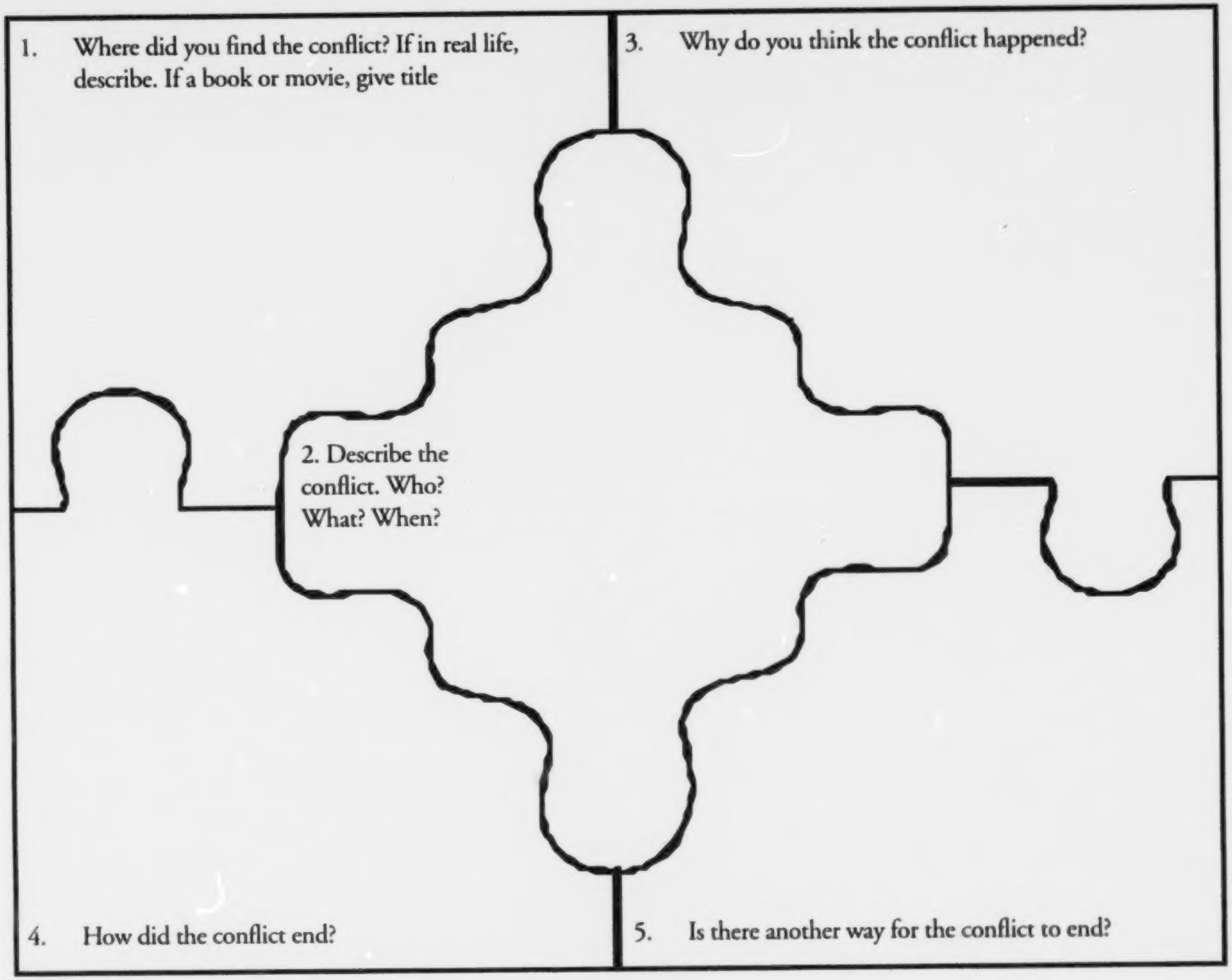
You and your child could pick one of the following activities to do together and use the puzzle sheet for help:

1. You might enjoy reading a book or watching a video together. Books and videos usually have at least one example of conflict.
2. You may want to choose talking with your child about a real life family example, either from your own family's experience, or perhaps something you as a parent experienced in your job.
3. Another choice might be to look in magazines or books for pictures that represent conflict.

Whichever option you choose, you can talk about the conflict using the puzzle sheet as a guide.

Thank you for helping your child understand more about conflict, and to learn how to look for new ways to act in a disagreement.

Sincerely,



1. Where did you find the conflict? If in real life, describe. If a book or movie, give title

3. Why do you think the conflict happened?

2. Describe the conflict. Who? What? When?

4. How did the conflict end?

5. Is there another way for the conflict to end?

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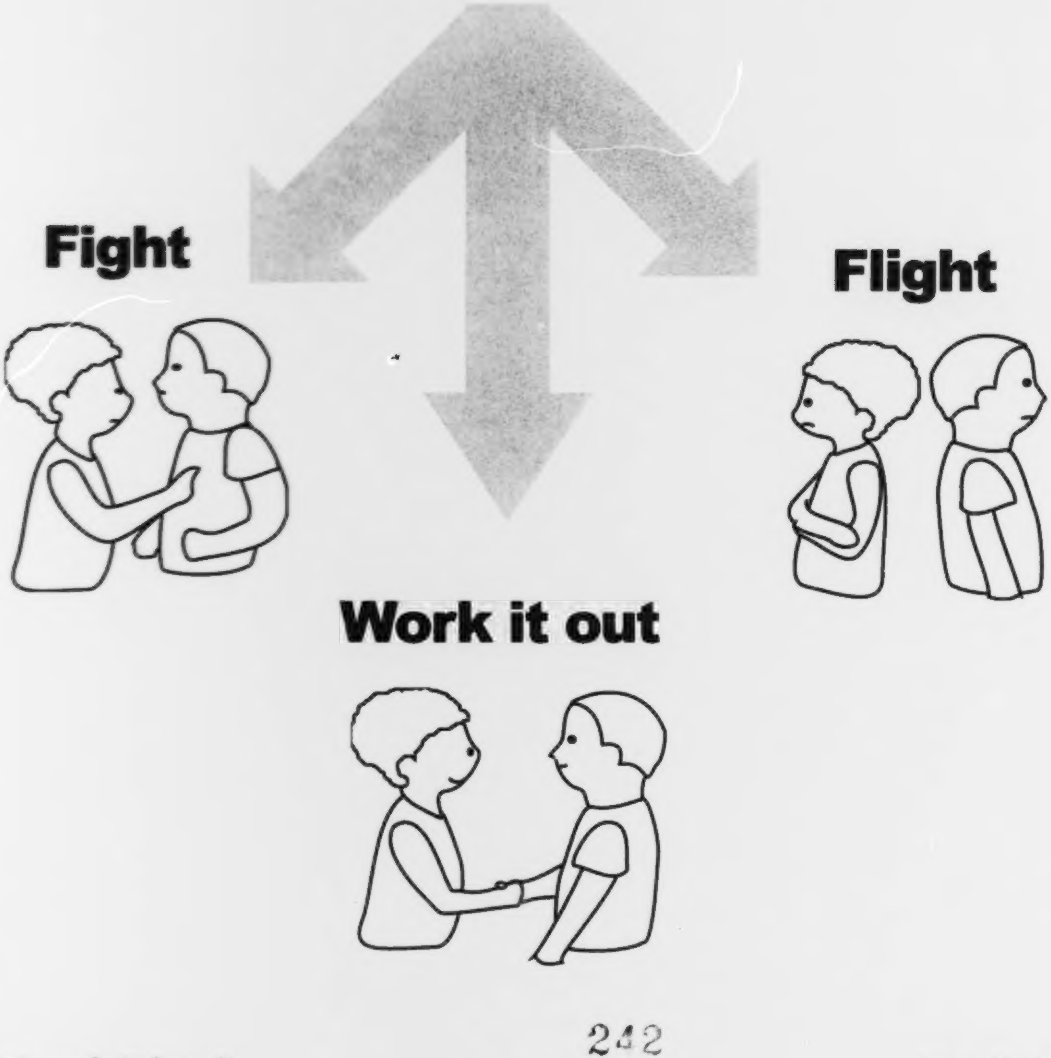
Which Path Will You Choose?

CONFLICT



Fight

Flight

Work it out

Lessons for
Understanding

Can We Work it Out?

Dear Parent(s) and Family:

Today we learned more about choices we have in a conflict or disagreement. We learned about this from some frogs (in a book), and then the children acted out skits with their own work-it-out solutions to conflict.

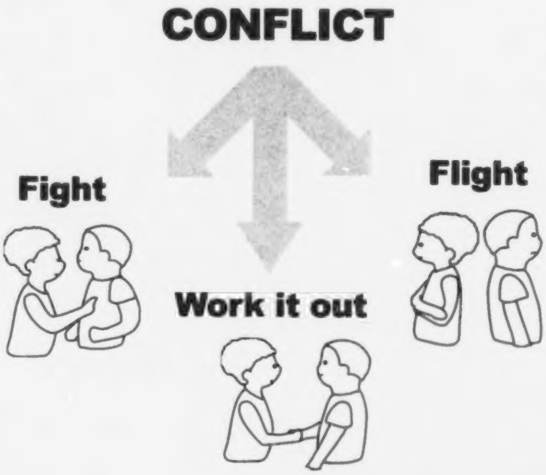
When people have a conflict or disagreement, they have choices in how they might act. We are helping the children ask the question: When can I take a Work-it-out path? This might include using words to solve a conflict, listening to the other person, or trying to find a new solution. The Don't-work-it-out path may be violence, angry responses, or ignoring someone.

Can you and your child think of other examples of someone taking a Work-it-out path with a conflict? Examples of a "Don't work it out" path? The attached activity sheet may be an activity you and your child could do sometime in the next few weeks. The activity will help your child think of Work-it-out solutions to conflict.

You may want to read some books, watch some videos, or talk about some real life examples instead of or in addition to the attached activity sheet. The goal of these activities is to keep a focus on the choices we have and take in conflict situations. When do we choose a work-it-out path? When do we choose a don't-work-it-out path? Why?

Thank you for your help in supporting this learning at home. We'd like to hear your ideas on ways to talk about conflict with the children.

Sincerely,



Lessons for
Understanding

Can We Work It Out? Activity

Many times, the reason for conflict is different opinions or perspectives that people have.

In this activity, read the conflict scenario, and then talk about and answer the questions together.

1. Derek doesn't want to eat broccoli, and his Mom wants him to eat it. Many nights at dinner time, they have disagreements about healthy food choices.

   Derek's perspective: Broccoli smells terrible and tastes weird. Mom is always bugging him to eat stuff, but Derek is old enough to decide for himself what to eat.

   Mom's perspective: she serves broccoli for dinner because green vegetables are healthy, and it is her job to make sure her child is healthy. Broccoli is Mom's favorite vegetable.

- What might they do to sort out this problem? Any ideas? (Try to come up with at least three things they might do, to come up with a helpful solution.)

2. Emma wants to go ice-skating without her hat and scarf. Aunt Roxie says they won't go unless Emma wears them. Emma thinks it's a warm day, and she always feels warm when ice-skating. Aunt Roxie worries that Emma will get a cold if she doesn't wear her hat and scarf.

- What is Emma's perspective?
- What is Aunt Roxie's perspective?
- Any possible solutions?

3. Can you think of a family example?

Kid Conflict

What do kids disagree about?

What do they have conflict about?

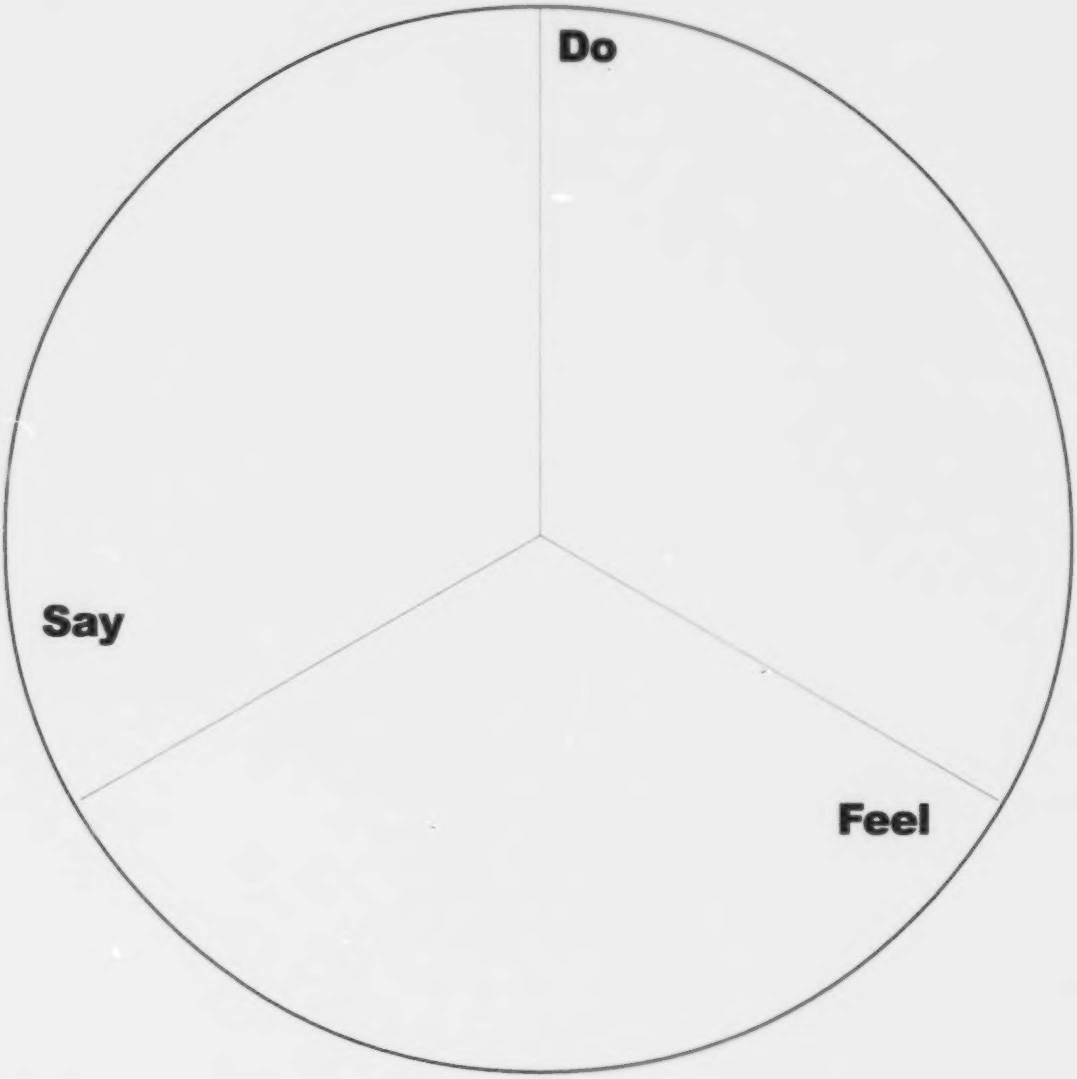
Kid Conflict

When there is a conflict, what are ways that children act?

What do they say?

What do they do?

What do they feel?



Adult Conflict

What do adults disagree about?

What do they have conflict about?

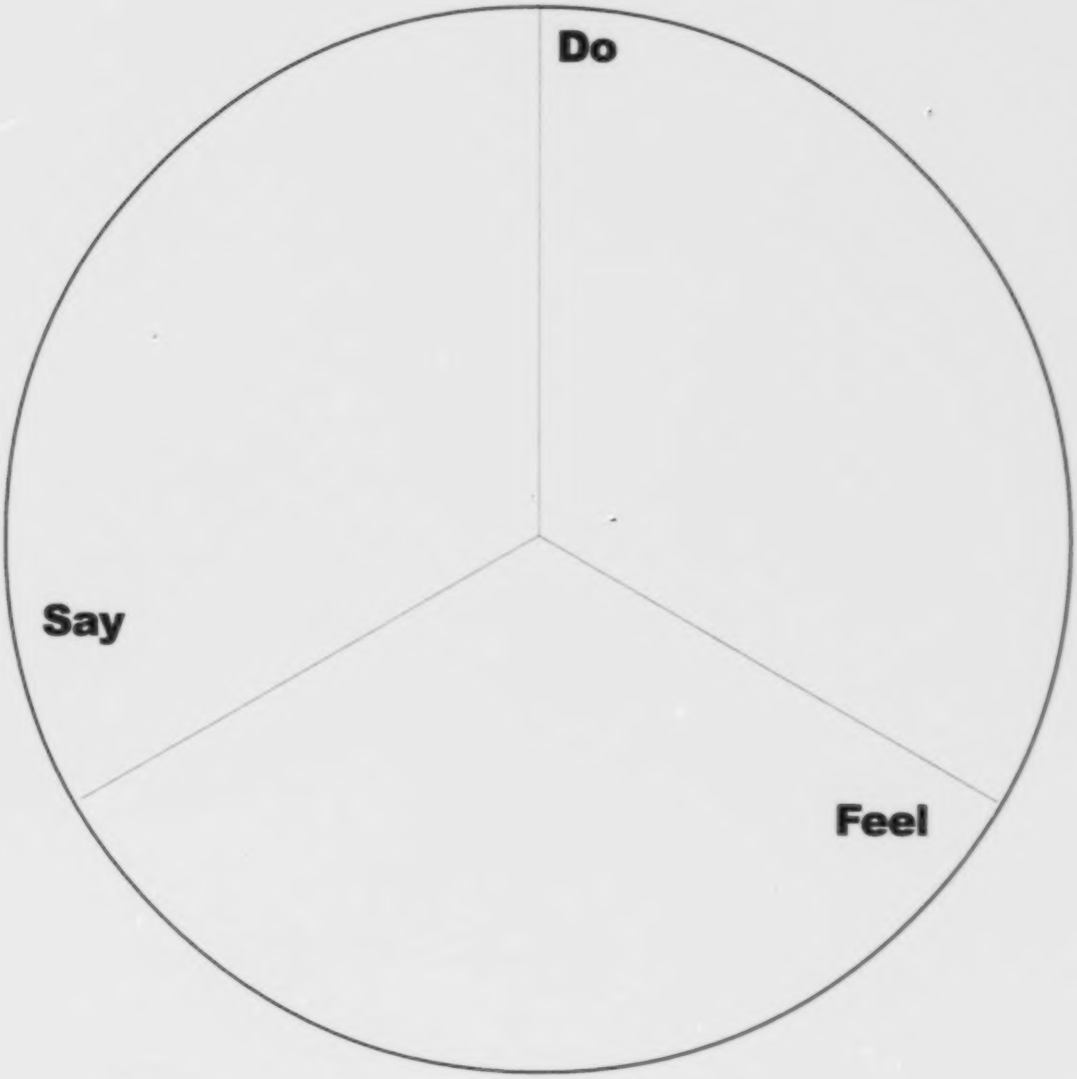
Adult Conflict

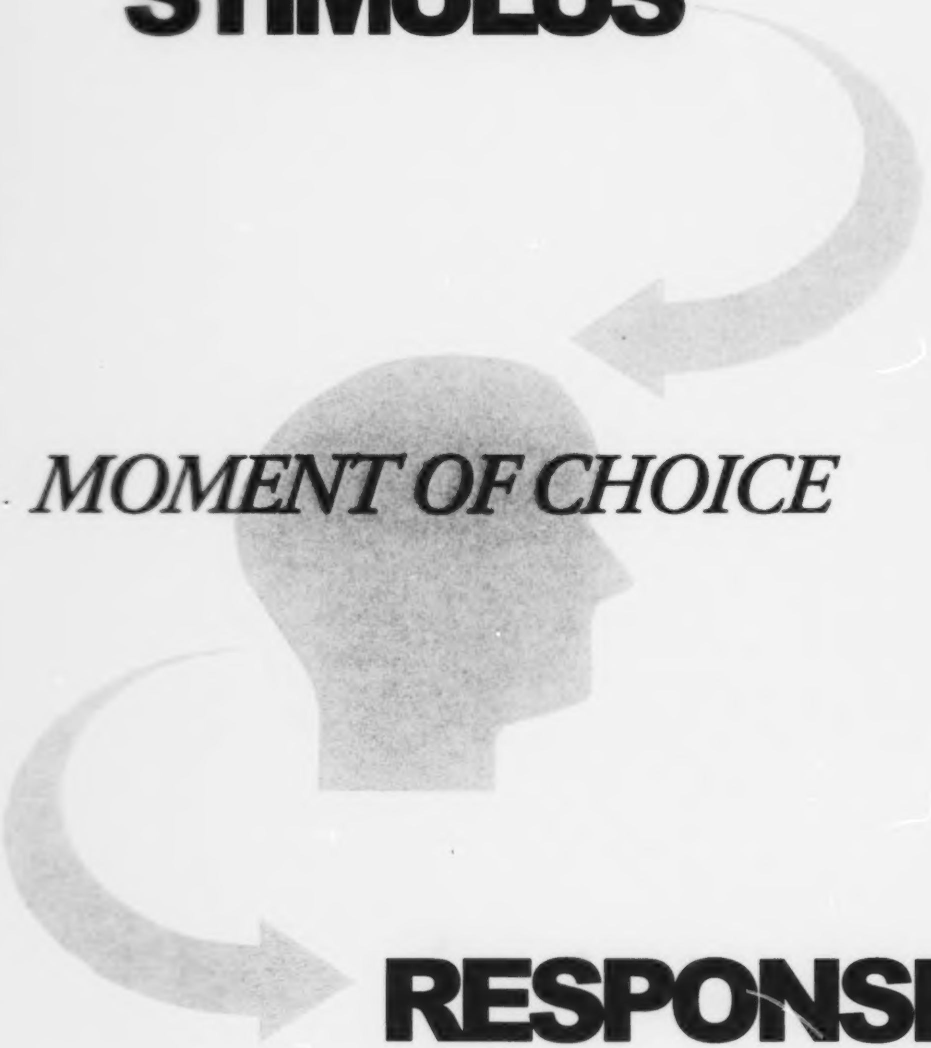
When there is a conflict, what are ways that adults act?

What do they say?

What do they do?

What do they feel?





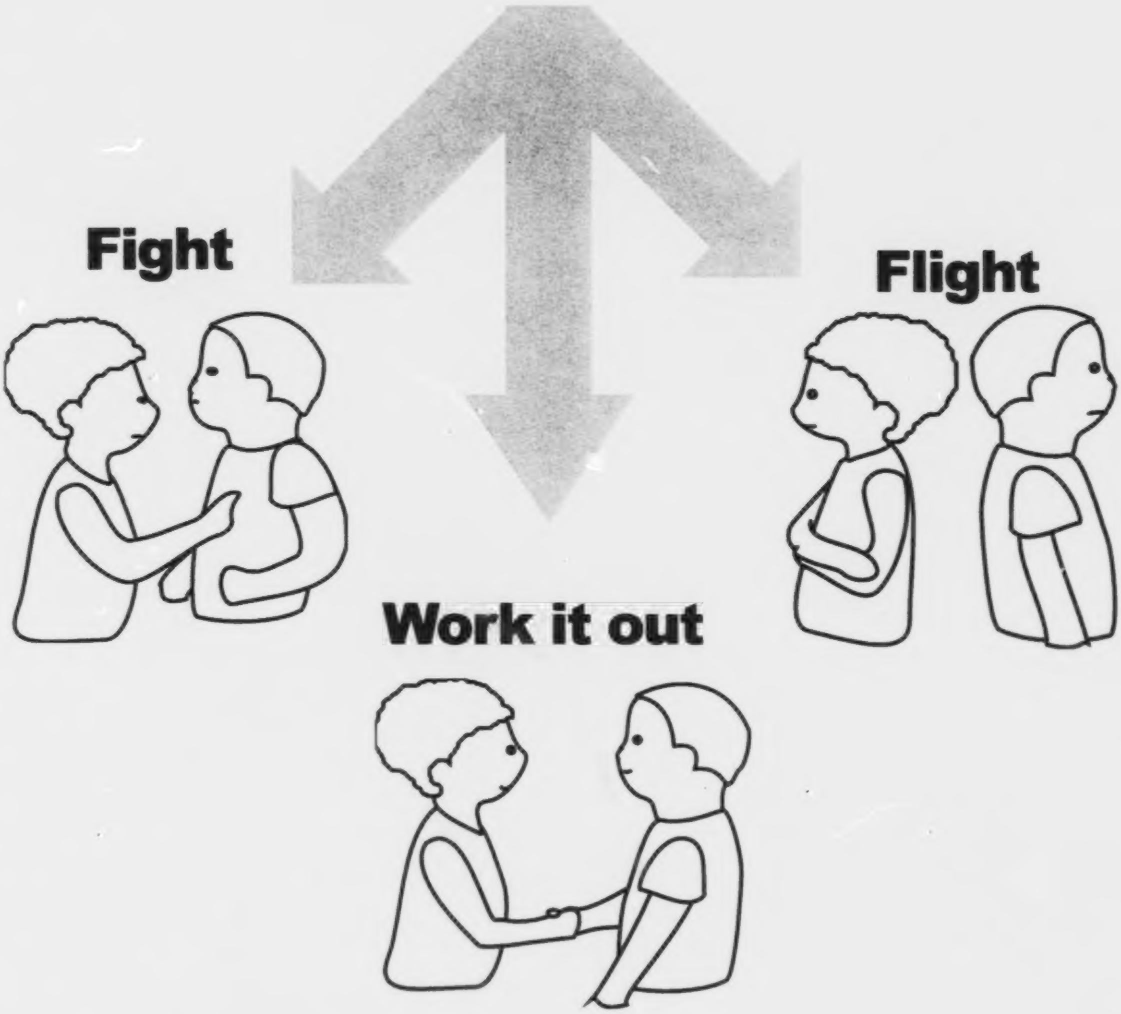
STIMULUS

MOMENT OF CHOICE

RESPONSE

Which Path Will You Choose?

CONFLICT



Fight

Flight

Work it out

"It's My Turn!"

3 Characters: Narrator, Jamica, and Henry

Narrator : Jamica is at Henry's house playing a computer game. They have a conflict over who gets to play the game next.

Jamica: Come on, Henry. You've been using the computer all day!

Henry : Get out of my face. I'm trying to play.

Jamica: Henry, come on! It's not fair that you're hogging it.

Henry: It's *my* house and *my* computer. When we go to *your* house and use *your* computer, then you can use the mouse as much as you want.

Jamica: I would share.

Henry: Nah, you wouldn't.

Jamica: Would so!

Henry: Would not!

Jamica: Would!

Henry: Wouldn't!

(Jamica stands up, shaking her fists at Henry.)

Jamica: I've had it, Henry! I'm leaving to plan a party for my friends, and *you aren't invited!*

(Jamica leaves, slamming the door. Henry scowls at her as she leaves, and returns to his game.)

"I Didn't Do It"

4 Characters: Narrator, Mom, Bee, and Aunt Mai

Narrator: Bee's mother, named Lee, and her Aunt Mai are in the kitchen. Bee is in the living room. Bee's mom and Aunt Mai hear a crash of breaking glass coming from the living room. Mom and Aunt Mai run into the living room, where they find a big glass bowl in pieces on the floor.

Mom: Oh, Bee, how could you? You're so careless sometimes.

Bee: But Mom...

Mom: (Interrupting) That was a very special bowl from my grandmother.

Bee: But Mom...

Mom: (Interrupting) You will have to do something to make up for this. I'm very angry at you right now.

Bee: Mom, I didn't do it!

Mom: (Not believing her) So, the wind knocked it over?

Aunt Mai: Lee, why don't you let Bee tell you what happened.

Mom: (Calming down) Well, OK. Let's hear it.

Narrator: But just as Bee begins to tell her, there is another crash as a picture frame falls to the floor, and meows come from the book shelf.

Bee: It was the cat.

“I Was Here First”

3 Characters: Narrator, Simone, and Cameron

Narrator: Ms. Renard’s fourth graders are on their way to a band concert in the auditorium. When they go in, everyone rushes to get front row seats. Simone and Cameron both rush to the last seat in the front row. They both try to sit in the chair at the same time, and begin shoving each other.

Simone: (Rather loud and bossy) Cameron, go sit somewhere else! I got here first!

Cameron: (Quieter and calmer) I think I got here first.

Simone: Well, you should let me sit here first because I’m a girl. Ladies first!

Cameron: But, Simone, I’m much shorter than you and can’t see if I’m sitting behind someone. And what does being a girl have to do with it?

Simone: (More calm voice) Well, nothing really. I guess I just wanted to sit in the front seat. But I guess you’re right. If I sit behind you I’ll see fine.

Cameron: (Smiling) Thanks, Simone!

"Your Playing Stinks"

7 Characters: Narrator, Vivian, Elena, Rita, Salina, Mary, and Rose

Narrator: Vivian, Elena, and Rita are good friends. Salina, Mary, and Rose are also good friends. They all play basketball together, but stick to their groups after they play. Today, after their game, Rita starts to tease Rose.

Rita: Hey Rose, you were something else on the court today.

Rose: Really?

Elena: Yeah, something I wouldn't want to be! Who told you that you could play ball? You can't shoot to save your life.

Rose: Yeah, well you hog the ball and won't pass to anyone. You have to score every basket!

Narrator: Saline and Mary rush over to Rose's defense.

Salina: Not only does your playing stink. Girl, you stink!

Mary: And your mother stinks, too!

Rita: At least I have a mother. Not like some people I know! And...

Don't act out the next part. The Narrator just reads aloud.

Narrator: Before Rita could finish, Salina tackled her. Rose and Mary jumped on her, and soon all six girls are pushing, hitting, kicking, and shoving. Things get ugly, and eventually several adults come and break up the fight.

"There's Nothing to Do"

6 characters: Narrator, Randall, Josh, Wang, Sam and Tim.

Narrator: Five boys are hanging out after school, trying to decide what to do.

Randall: Let's go watch TV at my house.

Josh: Boring! We do that every day.

Wang: Let's go watch the girls' soccer game.

Randall: (Sarcastically) Yeah, that'll be fun.

Josh: Let's go and make fun of the new girl. She's really weird and different.

Sam: Yeah, she bugs me. Let's get on her case.

Narrator: Tim was quiet during this conversation. He really hates the idea of teasing somebody. But he doesn't want his friends to think he's stuck up, or to start teasing him.

Tim: Hey, I gotta go home and baby-sit my little sister. See you tomorrow (he leaves).

"Let's Do it *My* Way"

5 characters: Narrator, Mr. Flint, Sarah, Theo, and James

Narrator: Mr. Flint's 5th Graders are doing small group projects on the history of their community. There are many possible choices. The kids are supposed to first hear each person's ideas, and then agree on one or come up with a new idea that everyone likes.

Mr. Flint: Get into your groups of three, and take turns hearing each one's ideas.

Sarah: I think we should do a videotape project that shows all the different kinds of homes in the city.

Theo: I'd like to go interview a bunch of old people about their life as a kid.

James: I think we should look up old newspaper stories from 50 years ago.

Theo: I think we should do my idea. I already know some old people.

Sarah: I don't want to do that. I'm not interested in talking to anyone.

James: Well, lets see if there's something else we can do.

Sarah: I just want to do my idea, looking at old houses.

Mr. Flint: Have you decided on an idea for your project?

Theo: No. We all have ideas, but we haven't picked one.

Mr. Flint: Well, do you understand why you each like your idea?

(The students shake their heads "no.")

Mr. Flint: There's a place to start. First understand one another's perspective. Then you might be able to decide on something.

Narrator: The students told one another why they liked their own idea.

James: So, what might work for everyone?

Theo: Since Sarah really wants to use her camera, maybe she can videotape the people I talk to.

Sarah: (excited) I could also videotape their houses.

James: (Also excited). And we could read some old newspapers so we know what to ask them about!

Lessons for
Understanding

The Different Paths

Dear Parent(s) and Family:

Today we learned more about our ability to make choices in a conflict or disagreement.

When people have a conflict or disagreement, they have choices in how they might act. It is easy to get caught up in the emotion of a conflict and forget that we can stop and make choices in our behavior. We are helping the children ask the question: Which path will I choose? How will I choose to act when I have a conflict?

The Talk-It-Out/Work-It-Out path is the choice that often is best. This might include using words to solve a conflict, listening to the another person, or trying to find a new solution. The Fight path may be violent or aggressive actions, and is usually not a good choice. Yet, we also talked about fighting for our rights. Flight means choosing to run away or ignore a conflict. At times this is a good choice (because of safety); at other times perhaps we're running away from a problem that we need to solve.

Can you and your child think of examples of taking each of these paths? Can you share with your child some of your own personal examples from the past? There can be great power in hearing stories about people's lives.

Enclosed is an activity for you to complete with your child in the next few weeks. The activity will help your child think of Work-it-out solutions to conflict.

We'd be interested in your thoughts on this topic, and ways to talk about it with the children.

Sincerely,

The Different Paths Activity

Many times, the reason for conflict is different opinions or perspectives that people have. In this activity, read the conflict scenario, and then talk about and answer the questions.

1. Juneau doesn't want to eat broccoli, and her mom wants her to eat it. Many nights at dinner time, they have disagreements about healthy food choices.

Juneau's perspective: Broccoli smells terrible and tastes weird. Mom is always bugging her to eat stuff, but Juneau is old enough to decide for herself what to eat.

Mom's perspective: She serves broccoli for dinner because green vegetables are healthy, and it is her job to make sure her child is healthy. Broccoli is mom's favorite vegetable.

What might they do to sort out this problem? Any ideas? Try to come up with at least three things they might do.

2. Keanan wants to go out with his friends on Saturday, and his dad doesn't want him to go. They have an argument about this, but they don't really listen to each other. If they would sit down and listen to each other, here are the perspectives they would hear:

Keanan's perspective: He is looking forward to Saturday, when he and his friends plan to go to a movie and then for pizza and pop, which will be really cool.

Dad's perspective: He is concerned because Keanan plans on walking, and they live in a neighborhood with a lot of violence at night. Also, there will be no adult supervision at the movie or at the restaurant.

What might Keanan and his dad do, so they hear each other's perspectives?

After they hear each other's ideas, what are two possible solutions that they might come up with?

3. Can you think of a family example?

BEST COPY AVAILABLE

Rewriting the Story

Names: ____

____

Read the list below. Complete each step. Check when done.

Things to Do	Done
1. Choose a character to write about.	
2. Identify a choice for your character that doesn't harm anyone.	
3. Describe how your character acts out the choice.	
4. Write a new ending to the story.	
5. Check spelling and punctuation.	
6. Illustrate your new ending.	

How did we do?	☹ **yucky**				🦆 **ducky**
1. We worked together.	1	2	3	4	5
2. We all had jobs.	1	2	3	4	5
3. We helped one another.	1	2	3	4	5

Lessons for
Understanding

I Can Stop and Make Choices

Dear Parent(s) and Family:

Sometimes people talk about conflict "escalating," like going up on an escalator. Step by step the disagreement gets more and more involved—and, like an escalator, it seems to happen automatically. If you do not notice this escalation, you find yourself in a state of strong emotion or confusion.

We examined the conflict in the story, *Matthew and Tilly* by Rebecca C. Jones. You may want to get a copy of this book and read it at home. We discussed how when conflict arises, the best point to stop and consider your choices or a response to the situation is when you are still feeling calm. If you can stop at that point, there is a good chance that the conflict will not progress to a stage where it is hard to make good choices.

Here is a stop sign for your family to post somewhere in your house as a reminder to stop while at a calm point in the conflict in order to consider choices.

Help your child keep a record of the choices he or she makes during the next week. Then help them compare the choices. Which were really hard? Which were easier? When was it the hardest to stop and think about choices? Examples: Choosing chocolate cake for dessert was easy. Stopping and making a choice to talk it out when my brother took my toy was hard.

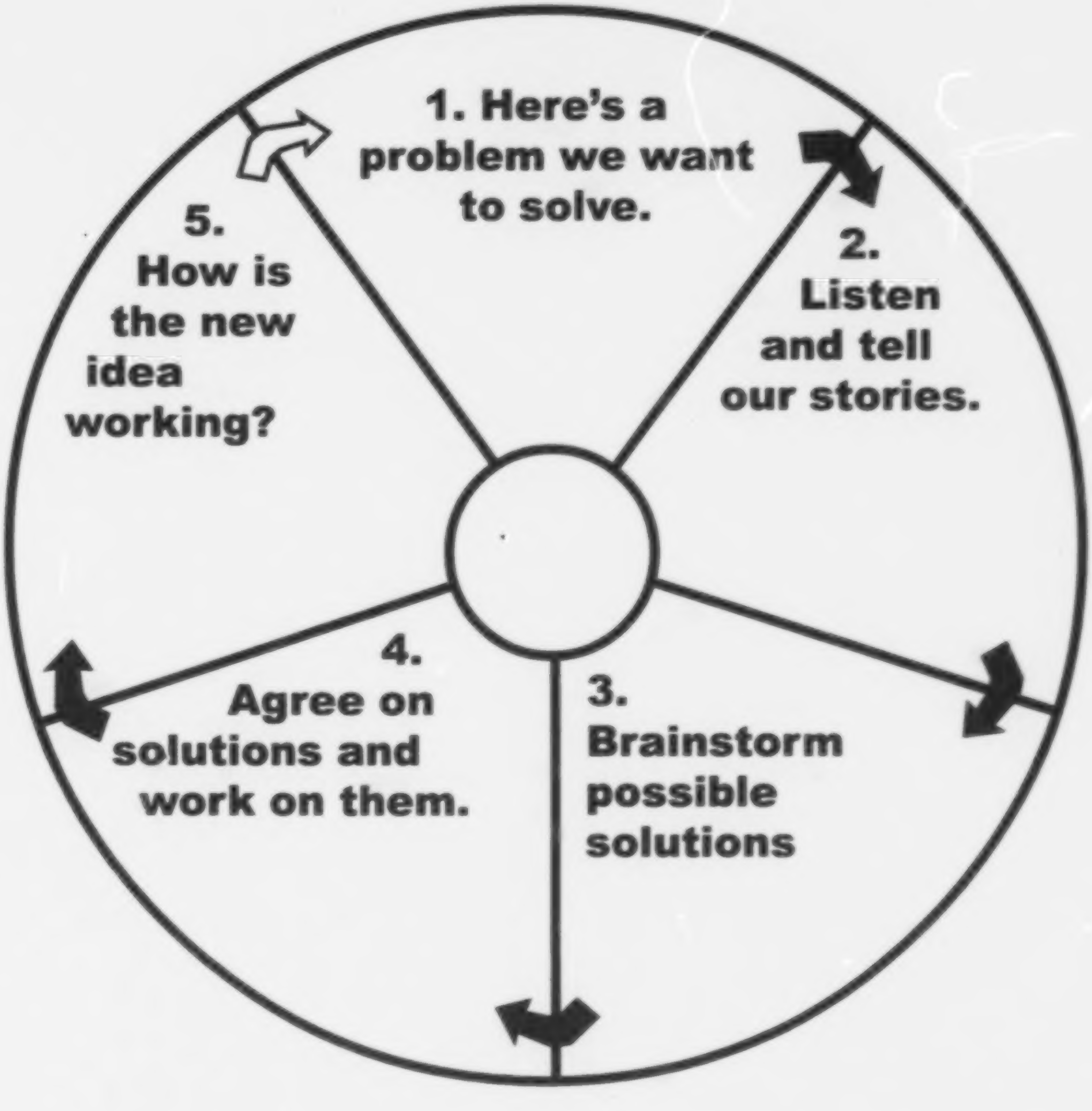
You might want to post this on the refrigerator or on a door. Identify a room in the house where a reminder would be most useful.

Thank you for helping your child to learn more about stopping and considering choices.

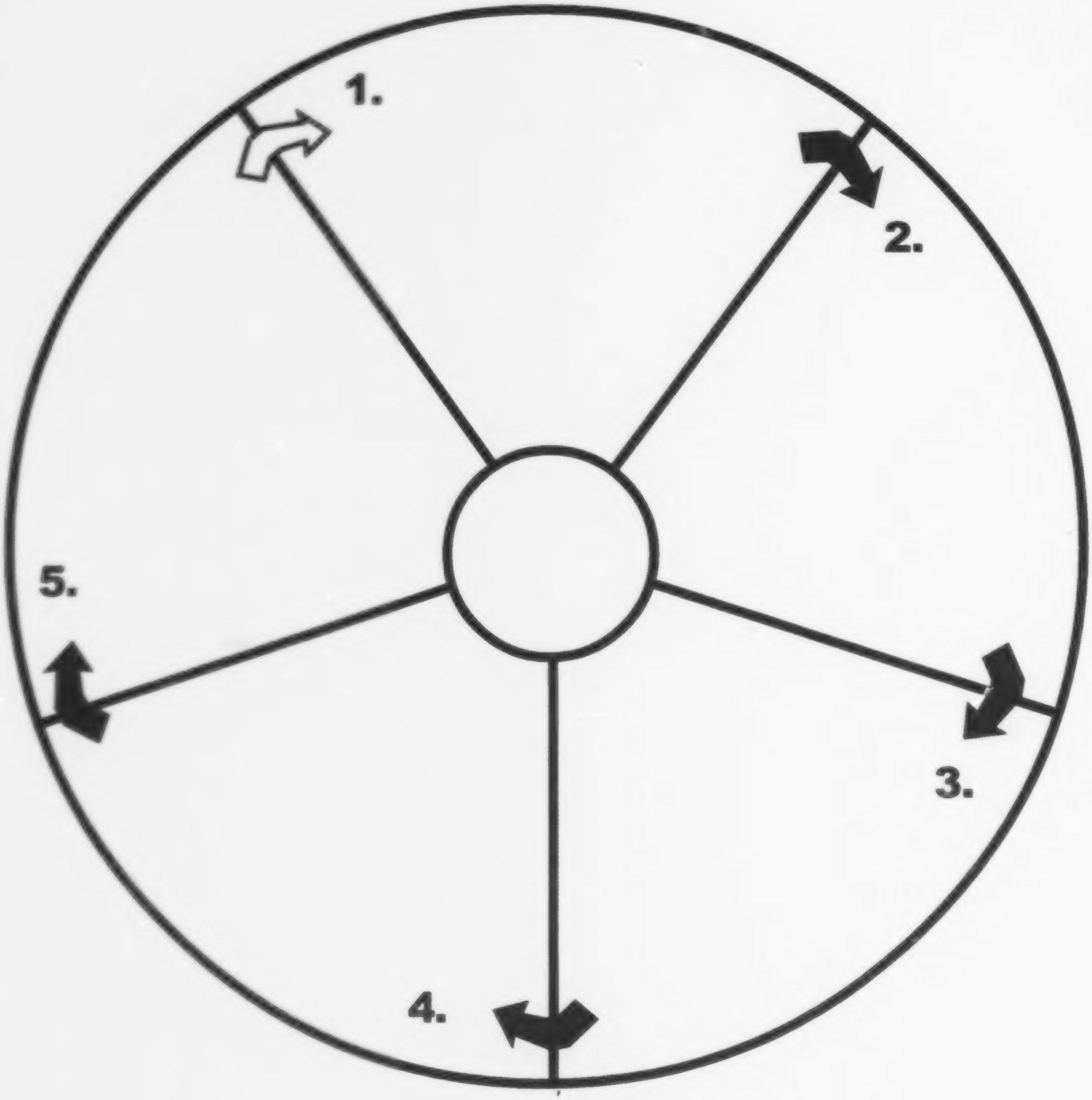
Sincerely,

STOP
I CAN MAKE A CHOICE

Wheel of Work-It-Out


1. Here's a problem we want to solve.
2. Listen and tell our stories.
3. Brainstorm possible solutions
4. Agree on solutions and work on them.
5. How is the new idea working?

Wheel of Work-It-Out



Brainstorming Guidelines

1. Quickly come up with lots of ideas.
2. List all ideas.
3. Do not judge or evaluate ideas.

Put on the gas, not the brakes!

Mika and Jadeen

Characters: Narrator; Mika and Jadeen, two fourth-graders.

Narrator: Mika and Jadeen are friends. They sit next to each other at lunch everyday at summer day camp. Mika eats the camp lunch and Jadeen brings lunch from home. She brings really great lunches, with fruit snacks, double-decker peanut butter and jelly sandwiches, cold chicken legs, and chocolate milk. Mika often eats some of Jadeen's lunch, and leaves her own lunch uneaten. Jadeen has gotten bothered by this. Today Jadeen's ready to say something to Mika.

Mika and Jadeen have this conversation waiting for their parents to pick them up after day camp.

Jadeen: Mika, can we talk? We have a problem.

Mika: (Looking surprised) Huh? What do you mean? What's our problem

Jadeen: Well, I'm getting tired of you eating my lunch all the time.

Mika: (Mika's surprised look disappears) Oh. That. Maybe we do have a problem. (Pause.) So are you going to stop sharing your lunch with me?

Jadeen: I'm not sure yet. Let's talk about it. I don't get why you don't eat most of your own lunch, and eat some of mine.

Mika: Well, I'm really hungry at lunch. I don't eat breakfast because I have to watch my little sisters while Mom helps Grandpa get dressed before the guy picks him up in the van. Grandpa goes to this place all day while my Mom's at work.

Jadeen: (Looking puzzled) Why can't you eat breakfast with your little sisters.

Mika: I'm busy trying to get dressed and do my hair at the same time as watching my little sisters. It takes me forever because they keep running out of the room. By the time I'm dressed and my Mom's ready to help, it's time to catch the bus. Besides, I'm not that hungry in the morning.

Jadeen: Hm. I didn't even know about your Grandpa and two little sisters. So the reason you eat my lunch is because you're hungry. But why don't you just eat your own lunch?

Mika: (Looking embarrassed) I get so sick of camp lunch, and you have such good lunches. I asked my Mom if I could bring lunch, but she says stuff about stretching our budget and paying our bills. So I guess I just feel like a queen when I eat your lunch! (Pause) Hey, I didn't know you cared about my eating your lunch. You never said anything.

Jadeen: At first I didn't mind when you took a little here and there. But now it seems like you eat half of my lunch every day, and sometimes you eat things without even asking. And sometimes you eat my favorite thing in my lunch. Like yesterday, you ate all of my cookies. I wanted those. I guess it's starting to bug me. I feel like you're wasting your own food and eating mine.

Mika: Oh. (Looks like she was thinking about what Jadeen said.)

Jadeen: Well—let's decide what to do about it.

Mika: Let's come up with lots of ideas and see if we find a good one.

Narrator: So the two girls start brainstorming lots of ideas.

Jadeen: I could ask my Mom to pack two lunches.

Mika: Well I could ask my Mom to buy me snacks and snazzy peanut butter sandwiches.

Jadeen: Or you could go to sleep with your clothes on the night before.

Mika: Or get up an hour earlier.

Jadeen: How about if you got breakfast foods you could eat on the bus, like those cereal bars?

Mika: I could pretend to like camp lunch and leave yours alone.

Jadeen: We could have a trading day where we switch lunches once a week.

Narrator: After coming up with lots of ideas, they started to make up an idea that seemed like a good choice for both of them.

Mika: How about this: I'll eat most of my lunch before I ask for yours, but we begin by trading one thing. I could see if you liked something in my lunch and you could see if you like something in mine.

Jadeen: I like that. And I might sometimes even trade more than one thing, but I think I could trade one thing a day. As long as we each get to say no about a certain food we don't want to share that day.

Mika: Another thing. I could talk to my Mom about my breakfast problem. Maybe she can help me get up earlier, or she might have an idea of some breakfast foods for me. And maybe she can give me treats to bring to camp and share with you once a week.

Jadeen: So, tomorrow at lunch, we'll each tell each other one things we're willing to trade, and see if we can make a fair trade?

Mika: Yep. And—I'll talk to my Mom sometime to see if she can help me.

Jadeen: It's a plan.

Mika: It's a plan.

Narrator: Jadeen and Mika shake hands and smile. A week later Mika and Jadeen's camp leader asks them how their new plan is working. Jadeen and Mika talk about it over lunch. They agreed that the trade thing was working, but Mika needed a reminder to talk to her Mom.

Mika: I keep on meaning to ask my Mom, but I forget until it gets too late.

Jadeen: Would it help to write a note to yourself or tie a string on your finger?

Mika: I'll write a note and tape it to my backpack. I'll ask my Mom tonight if we can talk.

Jadeen: Great. I'll ask you how it went tomorrow.

Lessons for
Understanding

The Wheel of Work-it-out

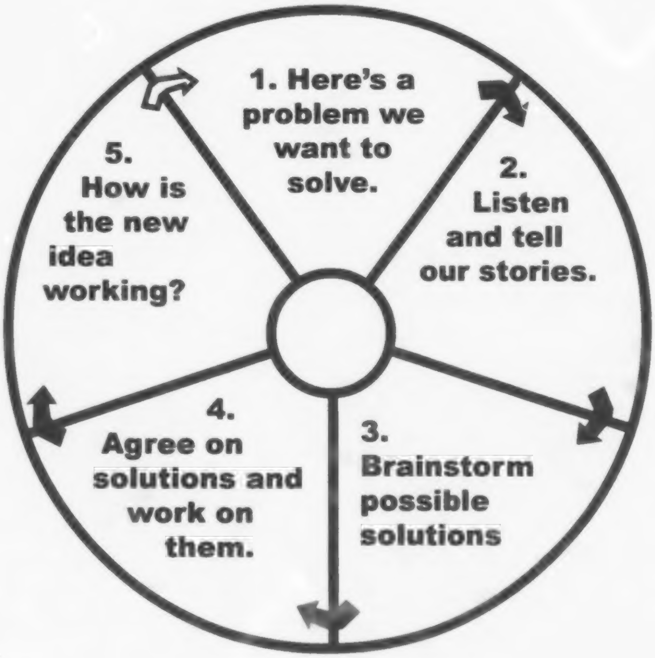
Dear Parent(s) and Families,

We're continuing to learn about ways to take a "work it out" path in conflicts. At times, children or adults can work out solutions in conflicts simply by listening to one another. However, there are other times when listening to one another is not enough. We get stuck. We need help!

The picture below shows "steps" that can help when in the middle of a conflict. Practicing these steps with conflicts can feel awkward at first. Overtime, we may get more comfortable and natural in using these steps to guide how we treat one another when we get in conflict.

Use the wheel below as a reminder for your family about some steps you can each use to help with a conflict. You could post it on your refrigerator. You may choose to help your child practice these steps when conflict occurs at home. It would also help your child if you could point out times when you see them using the steps. This kind of affirmation will help them notice their growth and learning.

Sincerely,


1. Here's a problem we want to solve.
2. Listen and tell our stories.
3. Brainstorm possible solutions
4. Agree on solutions and work on them.
5. How is the new idea working?

Unit D

Working Together

Applying Perspective-Taking Lessons to Work Together More Effectively

Contents

Lesson 23 Together We're Better (Grades K–5)

Lesson 24 How You are Makes a Difference (Grades K–5)

Background

"Together we're better." This phrase has been coined because of the countless examples of people working together effectively with the outcome of their efforts far surpassing what each might have accomplished in isolation. Effectiveness does not occur just because people come together. Effectiveness requires that the individuals involved use the skills introduced in this curriculum such as perspective-taking and active listening within the context of a group effort, while constructively responding to conflict. Unit D consists of two lessons that are intended to accomplish three primary goals related to the use of the *Lessons for Understanding* curriculum. These goals are a) a celebration of learning, b) cohesion and closure of concepts, and c) a nurturing of relationships. The first lesson provides an opportunity to learn that effective collaboration takes the contributions of each member of a group. This lesson is intended to assist students in understanding that their previous learning about perspective-taking really can make a difference when it comes to working together more effectively. This lesson also provides the opportunity to review, for the purposes of cohesion and closure, the concepts covered throughout the *Lessons for Understanding* curriculum. The second lesson involves the opportunity for students to be recognized and give recognition to others for the demonstration of concepts covered in the *Lessons for Understanding* curriculum. This acknowledgment of perspective-taking behaviors and attitudes provides a second review of the concepts covered in the curriculum as well as the opportunity to honor and thank people within the classroom community (students, teachers, parents, and those in the broader community) for the positive impact their "way of being" has on the classroom community as a whole.

Objectives

Each student will:

1. Recognize that effective collaboration takes the contribution of each group member.
2. Recognize that communicating perspectives, actively listening to one another, and considering the contributions of each member of the group will help to achieve a successful outcome for any task involving more than one person.
3. Receive feedback and acknowledgment of personal learning and growth they have demonstrated over the course of engaging in the ***Lessons for Understanding*** curriculum.
4. Provide feedback and acknowledgment to at least one other person regarding that individual's ability to demonstrate a skill or mind-set covered in the ***Lessons for Understanding*** curriculum.

Home-School Connections

A letter home (page 261) describes the desired outcomes of Unit D and gives parents the opportunity to become more involved at school. Activities center around the themes of working together and celebrating our learning.

Lesson 23

Together We're Better

Grades K–5
60 minutes

Reminder:

Please send home the Unit D overview letter (page 261)

Objectives

- Each student will recognize that effective collaboration takes the contribution of each group member.
- Each student will recognize that communicating perspectives, actively listening to one another, and considering the contributions of each member of the group will help to achieve a successful outcome for any task involving more than one person.

Materials

- Letter home with activity suggestions (page 262)
- *Sam Johnson and the Blue Ribbon Quilt* by Lisa Campbell Ernst
- Squares of paper or fabric, scraps of many different colors/kinds of paper or fabric, and border for quilt, of paper or fabric.
- Blue ribbon (pages 263–264) and instructions (267)

Adult Reflection

Phrases such as "Together we're better" and "Good, we see it differently" can easily turn into cliches that sound nice, but are devoid of real meaning. Has that happened for me? Do I believe in these phrases only if the other people feel and think the same way I do? Or have my experiences been such that I have truly felt that "together we're better!" and been able to say, with sincerity, "Good, we see it differently."

Introduction

Tell the class that you are going to read a story about a community that learns an important lesson about working together. Listen for the different perspectives of the characters in the story and how those perspectives are changed by the end of the story.

Read aloud *Sam Johnson and the Blue Ribbon Quilt* by Lisa Campbell Ernst.

Adaptation Suggestion:

For a student who is nonverbal and/or unable to read, have the story recorded on an audiotape. It would be ideal if the story could be recorded by a child of the same gender who is not in the student's class (perhaps the teacher's child or a sibling of the student). Then have the student "read" the story to the class by operating the tape player (with or without an adaptive switch). The student or a classmate could hold the book to show the pictures as the story is read.

Discussion questions:

- At the beginning of the story, did the women and men have the same perspective on making quilts, or on how men and women should spend their time? What did the women and men say or do that led you to believe they had different perspectives?
- Why did the women think that men should not make quilts?
- Did the men and women actively listen to each other? Give examples from the story to support your answer.
- If the men and women had actively listened to each other, how might the story have been different?
- What happened that showed that their perspectives changed?
- Why did Sam name the quilt "flying sailboats"?

Activity

Art project

Tell the class they will now have the opportunity to make their own quilt.

Review the posters developed in Learned and Affirmed discussions throughout the curriculum.

Tell each student to think of a picture which would illustrate one of the lessons. Give students a square of paper or fabric each, and enough scraps of paper or fabric to cut-and-paste a picture.

You may also divide the class into small groups, and have students work together on squares. You might assign each group to a different part of the curriculum. For instance, if you have six groups, you assign half a unit to each group (group 1 illustrates lessons 1-3, group 2 illustrates 4-6, group 3 illustrates 7-10, etc.).

If the students use cloth, you will need someone to sew the squares together and add a border. This is a great job for a parent volunteer who likes to sew.

Hang the quilt in the room or hallway to celebrate your learning. Make the Together We're Better blue ribbon on pages 263–264, and place on the quilt.

Closure

Discussion

Build a discussion around the following questions:

- The blue ribbon I've added is labeled "Together We're Better." What does "Together We're Better" mean?
- Why is it important for us to remember all of these lessons when working together?
- What would happen if one of the lessons, such as __________, was omitted?
- What have you learned from making this quilt?

Home-School Connection

The letter home (page 262) focuses on the theme of working together and celebration. Parents are invited to work on a quilt square with their child that represents their favorite part of the learning about perspectives. Please be sure to send home a blank piece of paper along with the letter home that can be used to develop a quilt square. Family squares can be assembled and hung in the classroom for students to view. A parent volunteer would be a wonderful assistant in assembling the quilt.

Families may also choose to represent their learning in other ways: drawing, painting, collage, or photographs. Another option is designing a family project to work on together.

Grades K–5

3 sessions:
45 minutes
25 minutes
15 minutes

Lesson 24

How You Are Makes a Difference

Objectives

- Receive feedback and acknowledgment of personal learning and growth.
- Provide feedback and acknowledgment to another person regarding their ability to engage in perspective-taking.

Materials

- Blue Ribbon pattern (pages 265–266) and instructions (267)
- Perspective-Taking Attitudes and Behaviors sheet (page 268)
- Letter home (page 269)
- Invitation for Awards Ceremony (page 270)

Adult Reflection

Do I really understand that it is as important for me to think about how *I want to be and act in alignment with those ideals as it is to be thoughtful about* what *I want to do? Do I notice and acknowledge students for* how *they are and not just for* what *they do? Rae Ellen McKee, 1991, National Teacher of the Year asked her students, "How do you want to be when you grow up?" It is a very important question to ask as you are growing up also.*

Introduction

Discussion

Tell the class that today you have a gift for each of them — something that you have been thinking about and working on since you began the *Lessons for Understanding* curriculum. Explain that you think one of the important lessons from the *Lessons for Understanding* curriculum has been learning that *how* we choose to be toward others makes a big difference in how we feel about ourselves and how much we are able to learn and accomplish in life.

Activities

Awards Development

Use the pattern provided to make a blue ribbon for each of your students (see pattern and instructions on pages 265-267).

On the back of each ribbon, describe a perspective-taking attitude or behavior you have seen that student use, and the instance where that student demonstrated the behavior (see example on page 267). Use key words that make it easy for the student to remember the incident.

Good perspective-taking attitudes and behaviors are listed on a handout (page 268). In addition to those on the list, you may have identified others in Learned and Affirmed class discussions—consult the posters generated by the class in those sessions.

In preparation for the ceremony, display all the ribbons on a bulletin board or chalkboard, or use paper clips to hang them from a string stretched across a wall.

Ceremony

Session 1

Suggest to students that there are three important reasons for them to really listen and pay attention as each person is given their award. They are:

1) It is the thoughtful and considerate way to act.

2) It may give them the chance to learn something new about their classmates, to gain new perspectives.

3) They are going to be making awards to give to others, so this may give them some good ideas.

Randomly select a ribbon from the display, read the acknowledgment, and present the ribbon to the student. Gauge whether it is more effective for you to complete the ceremony all at once or in shorter time blocks. However, try to present all the ribbons on the same day.

Thank the students for being such a blue-ribbon group of people and enthusiastically restate that "*How* they are *does* make a difference!" Ask the students what they think you mean when you say "*How* you are makes a difference." Ask whom it makes a difference to (themselves and others).

Alternate Ceremony Suggestion

Conduct the ceremony during a special evening event. Use the invitation (page 270) to invite families to this special occasion. This will allow everyone an opportunity to share and celebrate this important learning. Quilts could be displayed from the previous lesson. "Together We're Better" buttons could be presented to families recognizing their contributions to this learning.

In anticipation for the next part of the lesson, tell them to be thinking of someone in school and someone outside of school that they would like to make a blue ribbon for during the next session. Remind them that they should be thinking of someone who they think has shown good perspective-taking ability (pass out the Perspective-Taking Attitudes and Behaviors sheet, page 268.) Ask them who they might consider in the school community (peers, teachers, principals, custodians, cooks, etc.) Ask them who they might consider outside of the school (parents, siblings, grandparents, neighbors, ministers, teachers, coaches, teammates etc.)

Suggestion: Some classes, especially younger grades, might be likely to give most of these ribbons to you. Encourage your class to think of other people in the school to give them to.

Remind them to give it some thought, and to be thinking of a specific example to put on the back of the ribbon. They will have an opportunity to make the ribbons in the next session.

Session 2

Blue Ribbons

Give each student two blank blue ribbons and review the activity with them. Ask them what they are expected to do with the ribbons. As they go over the steps, record them on the board or poster paper so that students can refer back to the steps as they complete the task.

- Think of someone in school who has demonstrated perspective-taking that you want to acknowledge with a blue ribbon. Ask them again who they might consider in the school community (peers, teachers, principals, custodians, cooks, etc.) Also remind them who they might consider outside of the school (parents, siblings, grandparents, neighbors, ministers, teachers, coaches, teammates etc.)
- Write down the behavior he/she has demonstrated (remind them of the Perspective-Taking Attitudes and Behaviors sheet they received yesterday) and an example of that behavior.

Adaptation Suggestion:

The preparation and presentation of blue ribbons may be difficult, especially for younger students. Perhaps this would be a good activity to enlist the support of older students to serve as mentors. In order for the older students to be most effective, you would want to invite them to attend the Awards Ceremony.

- Place this example on either the front or the back of the blue ribbon.

- Decorate the front of the blue ribbon.

Repeat these steps in making a blue ribbon for someone outside of the school community.

- Present the blue ribbons, making sure you explain to the person that *how* they are has made a difference.

Closure

Session 3

Discussion

Ask the students to tell you what happened when they presented their blue ribbons to people, using the following questions to build a discussion:

- How do you think the person receiving the ribbon felt? What makes you say that? How did they look? What did they say?

- How did you feel when you gave them the ribbon? Why do you think you felt that way?

- Besides making blue ribbons for people, what are other ways that you can tell someone that *how* they are makes a difference? Had anyone ever told you that before I gave you the blue ribbon a couple of days ago? Do you think it is important to tell people that how they are makes a difference? Explain your answers.

Home-School Connections

The letter home explains the ceremony being conducted at school and suggests some ways in which families can share their learning and celebrate at home. You should also send home the ribbon patterns and instructions (pages 265–267). Bringing a sense of closure to this learning is important for families too.

Lessons for
Understanding

Unit D: Working Together

Dear Parent(s) and Families,

Our class is beginning the final unit of ***Lessons for Understanding*** called, "Working Together." This unit focuses on helping students learn about how each person contributes to working together effectively. Also, students will have the opportunity to use the learning from other lessons in the curriculum in working on specific projects with each other.

A second major area of focus of this last unit is bringing some closure and celebration to the learning that we have experienced in using this curriculum. Students will receive individual feedback and acknowledgment for the personal learning and growth that they have experienced. They will also have an opportunity to give feedback to at least one other person regarding that individual's learning and growth.

During our work in the "Working Together" unit, you may choose to support your child's learning in several ways. There will be, as in the other sections, home activities for you to participate in. Your help would also be appreciated in carrying out some of the planned classroom activities. There will be opportunities for both in school and at home ways to help with these classroom activities. Please indicate at the bottom if you are able to help with preparation for classroom activities.

Thank you all for the variety of ways in which you each have supported your student and other students in learning more about perspective taking and working together. Your energy and creativity have made such a difference in the success of this learning. If you have any questions please get in touch with me.

Sincerely,

- -

You will automatically receive the home activities and home letters. If you'd like to be more involved, please √ check and return to me.

☐ I am interested in participating in classroom instruction.

☐ Here's a specific idea that I would like to help with: ______________________

____

______________________________   ____________________
Name   *Date*

Lessons for
Understanding

Together We're Better

Dear Parent(s) and Families,

Soon we will read a story in class called *Sam Johnson and the Blue Ribbon Quilt* by Lisa Campbell Ernst. The story is about a community that learns an important lesson about working together. The students will be making a quilt that represents some of the areas we have studied. As a family, you can choose either of the activities below to support your child's learning in this area.

Activity A:

Use the attached piece of paper as your family's quilt square. Decide upon and draw, paint, or do a collage that represents the activity your family has enjoyed the most, and/or found the most meaningful during ***Lessons for Understanding***. Please return this square to the classroom by __________. It will be added to squares received from other families to make a family quilt. The quilt will be displayed in our classroom along with the students' quilt.

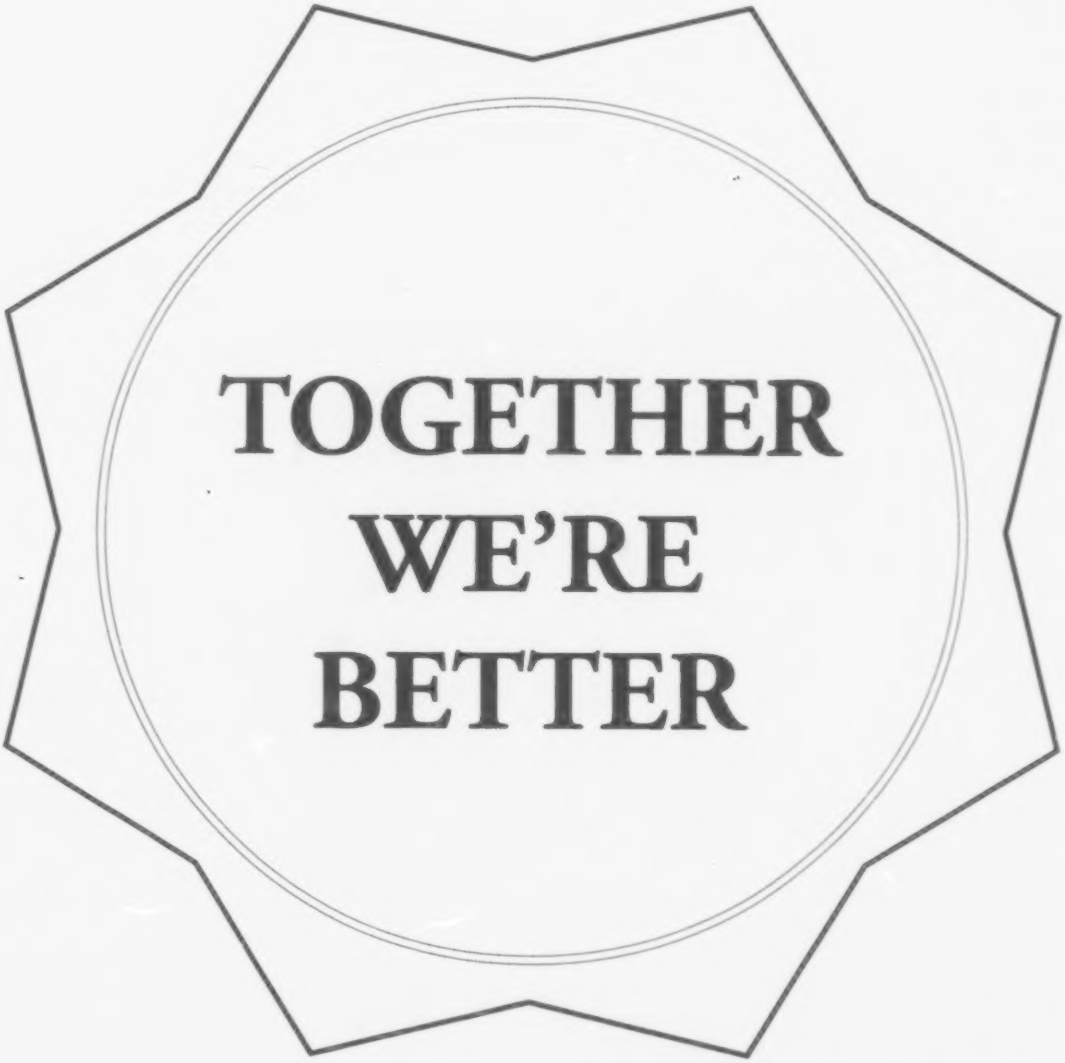
Activity B:

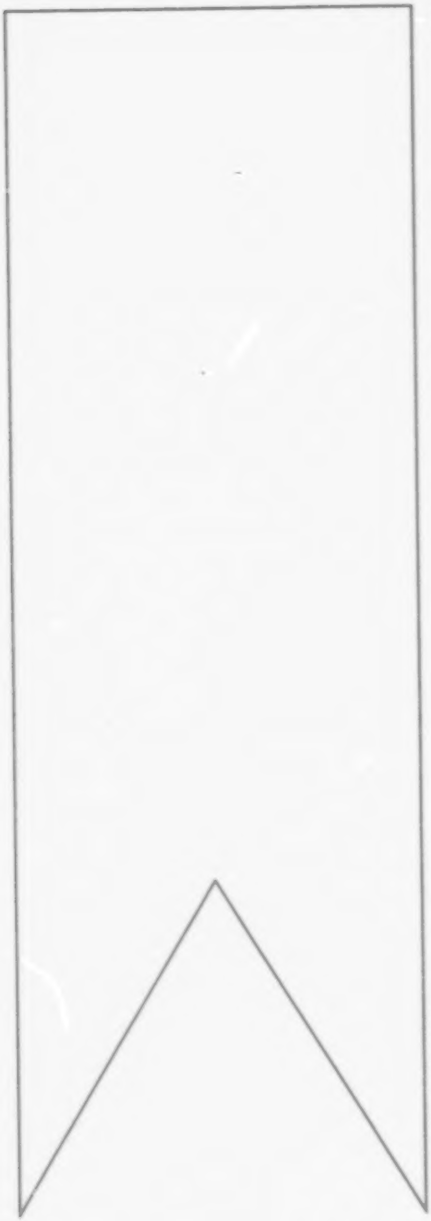
As a family think about and decide which learning has been the most fun and/or most meaningful for you. Think about a way in which your family can celebrate that learning. You might choose to create a family drawing, painting or collage. You might choose to put some photographs together that represent your learning. You might choose to celebrate by doing some special activity or project together.

Thank you for supporting your child's learning about working together!

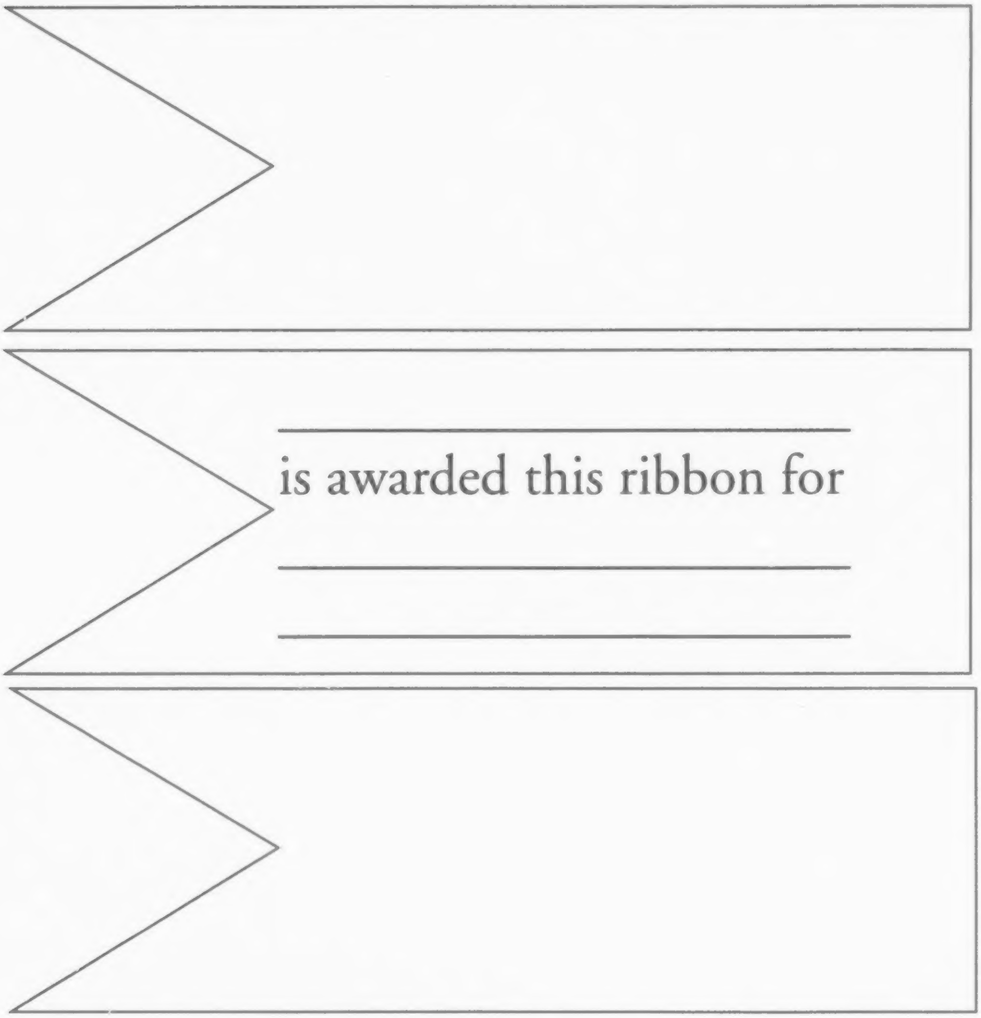
Sincerely,

Copy "button" (this sheet) onto thick white or yellow paper. Copy "ribbons" (next sheet) onto blue paper. Cut out pieces and fasten together with glue or tape.





Copy "buttons" (this sheet) onto thick white or yellow paper. Copy "ribbons" (next sheet) onto blue paper. Cut out pieces and fasten together with glue or tape, as illustrated on page 266. Place double-sided tape on back of "buttons" so students can wear or display their ribbons. You may use the ribbons with blanks for writing names, behaviors, and incidents where the behaviors were demonstrated, or you may prefer to word-process these and print them on labels which can then be placed on the ribbons. Students should be provided with the "fill-in-the-blank" labels when they are making their own.



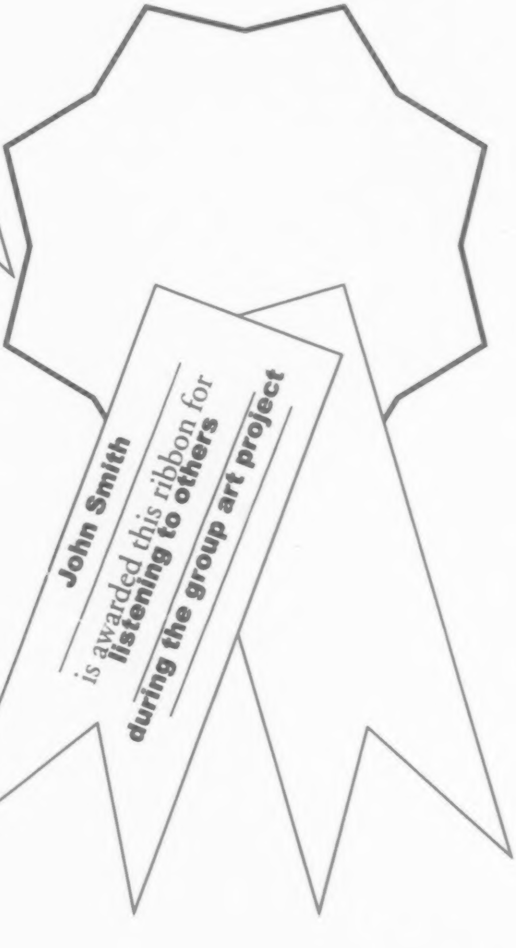
____

is awarded this ribbon for

____

____

HOW
YOU ARE MAKES
A DIFFERENCE!


John Smith
is awarded this ribbon for
listening to others
during the group art project

Perspective-Taking Attitudes and Behaviors

- Sharing feelings or perspectives
- Sharing ideas or perspectives
- Making someone feel special
- Listening to others
- Trying to understand a perspective different from your own
- Using words to talk through disagreements
- Stopping to make a choice
- Cooperating with others
- Valuing different perspectives

Lessons for Understanding

How You are Makes a Difference

Dear Parent(s) and Family:

This week we are spending time in class acknowledging and celebrating the learning and growth of each student related to our ***Lessons for Understanding*** curriculum. Each student will receive a blue ribbon recognizing a particular way in which they have demonstrated their learning of perspective taking. Students may have shown skills in any of the following areas:

- Sharing feelings or perspectives
- Making someone feel special
- Using words to talk through disagreements
- Cooperating with others
- Sharing ideas or perspectives
- Listening to others
- Stopping to make a choice
- Valuing different perspectives
- Trying to understand a perspective different from your own

In addition, students will have the opportunity to formally recognize someone else both in the school and outside of the school for the way in which they have demonstrated their learning around perspective taking.

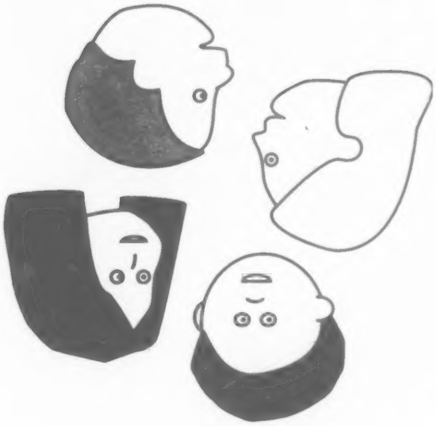
You may want to take some time at home to talk with your child or even conduct your own ceremony recognizing some way in which you feel they have demonstrated their new learning around perspective taking.

Another way of sharing and celebrating learning would be to share with your child ways in which you have learned or affirmed your understanding of perspective taking. Hearing from you about the ongoing way in which we all learn more about and practice these skills helps students make this learning part of their everyday lives.

Attached to this sheet you will find a ribbon cutout that you may choose to use in a home celebration. Thank you for all of your efforts to help your child and other children learn about perspective taking. Your support helps your child to learn as much as possible about these concepts and life long skills. Together We're Better!

Sincerely,

A Special Invitation



Join us for a celebration of our learning from *Lessons for Understanding*.

Date:

Time:

Place:

Every child will receive a special reward in recognition of his or her learning.

References

Epstein, Joyce L. (1991) "Paths to partnership: What we can learn from federal, district, and school initiatives." *Phi Delta Kappan 72* (5): 344-49.

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Hoberman, Mary Ann (1991). "What is a family." In Fathers, mothers, sisters, brothers. Boston: Little, Brown and Co.

Osterman, K.F. & Kottkamp, R.B. (1993). *Reflective practice for educators: Improving schooling through professional development*. Newbury Park, CA: Corwin Press.

Vandercook, T. Rice Tetlie, R., Montie, J., Downing, J., Levin, J., Glanville, M., Solberg, B., Branham, S., Ellson, L., and McNear, D. (1993). *Lessons for inclusion*. Minneapolis: University of Minnesota, Institute on Community Integration.